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ABSTRACT

The project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were (1) to identify viable career guidance, counseling, placement, and followup approaches being used with adult populations, (2) to implement and field test two of these approaches and design prototype materials based on the identified models, and (3) to disseminate a catalog of viable adult career guidance approaches. One of the selected programs was offered in a San Jose, California, neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama, and consisted of a 5-week class on career decisionmaking. The second program, an 8-week career exploration workshop, focused on the special concerns of women and was based on a program developed at the University of Kansas. A kit, containing materials used during the implementation as well as the evaluation instruments, was prepared for each program. (These kits and evaluations are included in this final report.) Evaluation data revealed that the ethnic model (the first program) was successful in helping individuals who participated to reach program objectives, but attracted very few individuals. It was suggested that presentation and format of the program be revised if it is to be a transportable model. Evaluation of the women's program (the second program) was positive and the program was considered a viable, transportable adult career guidance program. (TA)

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ED134795

FINAL REPORT

Grant No. OEG-0-74-1722

PROJECT CAREERS: Career Guidance for Adults

Focus on Ethnic Minorities and Women

Two Program Models: Implementation and Evaluation

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Metropolitan Adult Education Program of the
San Jose Unified School District
San Jose, California

February, 1976

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SECTION I

PROJECT ABSTRACT

PROJECT ABSTRACT

A great deal of work has been done in recent years in the area of career guidance, counseling, placement, and follow-up services for youth, but very little has been done for adults. This project was developed to improve career guidance services for adults, particularly ethnic minorities and women.

The general objectives for the project were:

1. To identify through a nationwide search involving survey research techniques, viable career guidance, counseling, placement, and follow-up approaches which are being used with adult populations.

2. To implement and field test, using evaluative research methodology, two of these approaches in an effort to identify transportable models and to design prototype materials based on the identified models to meet the needs of ethnic minority and women adults in the San Jose area.

3. To disseminate locally, statewide, and nationally a catalog of viable adult career guidance, counseling, placement, and follow-up approaches, plus a manual which facilitates implementation of approaches selected from the catalog.

The Metropolitan Adult Education Program (MAEP) worked in cooperation with the American Institutes for Research (AIR) in meeting the objectives of the project. One of AIR's major tasks was to survey organizations across the nation to determine the types of career planning and development assistance which are being provided to adults. Information from this survey was used to select two programs to be implemented in San Jose. In addition AIR prepared a catalog describing the 79 most promising and unique programs which were identified in the nationwide search. AIR also prepared a planning manual which accompanies the catalog of programs and outlines tasks for effective program implementation.

MAEP conducted two surveys to assess the career development needs of minority adults and women in the San Jose area. The needs assessment instruments and procedures represent significant project products. A task force was formed to assist in planning the needs assessments and in selecting programs to implement based on the results of the assessments and the information obtained by AIR on programs being used in other parts of the country. The task force included MAEP staff, representatives of organizations in the community working with ethnic minorities and women in career development, and individuals representing minorities and women.

Two programs were selected for implementation. One was offered in a neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama, and consisted of a

five-week class on career decision-making. The second program focused on the special concerns of women and was based on a program developed at the University of Kansas. It was an eight-week career exploration workshop.

MAEP implemented each of the programs and AIR evaluated the effectiveness of the implementation. A kit, containing materials used during the implementation as well as the evaluation instruments, was prepared for each program. These kits are contained in the final report. Evaluations of the two programs are also in the final report. Evaluation data revealed that the program designed for the ethnic minority population was successful in helping those individuals who participated reach the program objectives, but attracted very few indivduals. The presentation and format of the program must be revised before it is a transportable model. The evaluation of the women's program was exceptionally positive and the program can be termed a viable, transportable adult career guidance program.

SECTION II

NATIONWIDE SURVEY OF ADULT CAREER PLANNING AND DEVELOPMENT PROGRAMS

THE NATIONWIDE SURVEY

Types of Programs Surveyed

The American Institutes for Research accepted the task of surveying the nation for adult career planning and development programs. For the purposes of the survey, an adult was defined as any individual over the age of eighteen. Career was defined, in the manner used by the Office of Education, as the totality of conscious effort aimed at producing benefits for oneself and/or others. In recent years many adults have been seeking to expand their skills and knowledge. A large portion of these are preparing to enter or reenter the job market, while others are anxious to grow and develop in ways unrelated to specific vocations. In accordance with the above definition of "career", all of these adults are engaging in career development.

The specific focus of the programs we were looking for included helping adults make mid-career changes, enter or reenter the job market, enter jobs in nonsexually-stereotyped roles, examine personal characteristics, obtain information on job possibilities, acquire decision-making skills, set career goals, or any combination or related variation of these. An additional set of search criteria specified that the program had to have been in existence for a year or more, had to have some evidence to support its worth, and could be used (with some modification) in another setting.

Procedures

An effort was made to cast as broad a net as possible in identifying programs, and many individuals and organizations who might sponsor or be knowledgeable of such programs were contacted.

Programs identified in earlier, similar surveys were also contacted to determine if they were still in existence and if so, what changes had been made. A search of the Educational Resources Information Center data base was also made. Table 1 lists the individuals, groups, and sources that were surveyed in an effort to locate programs. In addition to identifying programs through the following sources, there were a number of self-nominated programs.

Table 1

Individuals, Groups, and Sources Surveyed

The following individuals and groups were contacted and asked to nominate programs:

Director, Division of Adult Education, Bureau of Adult and Occupational Education, U.S. Office of Education
Director, Manpower Research Program, U.S. Department of Labor
Assistant Secretary for Indian Affairs, Bureau of Indian Affairs, U. S. Department of the Interior
Director, Women's Bureau, U.S. Department of Labor
Division of Adult Education, National Institute for Education
Director of Research, Office of Economic Opportunity
Director of Counseling and Training Programs, Department of Defense
Chief State School Officers
Superintendents of Public Instruction for U.S. Cities over 100,000 in population
Manpower Training Skills Centers and Area Manpower Institutions for the Development of Staff
Regional Educational Laboratories and Research and Development Centers
Presidents of National and Regional Education Associations
Members of the National University Extension Association
Member Institutions of the Association of University Evening Colleges
California State College and University Deans of Continuing Education
Heads of Social Service Agencies
State Directors of Adult Education
State Junior College Administrators
State Associates of the National Association for Public Continuing Adult Education
Directors of State Education Associations
State Vocational Research Coordinators

The following sources were also accessed in order to identify programs:

Hoffman, F. E., Greenfield, P. O., Bliss, C. A., Colker, L. J., and Tucker, T. S. Explorations Part II: State Listing of Adult Career Education Activities. Washington, D.C.: B'nai B'rith Career and Counseling Services, 1974.

Women's Bureau, Continuing Education Programs and Services for Women. Washington, D.C.: U.S. Department of Labor, 1971.

Educational Development Center, Report on Fifty Selected Centers Offering Career Counseling Services for Women. Providence, Rhode Island: Educational Development Center, 1974.

Campbell, R. E., Walz, G. R., Miller, J. V., and Kriger, S. F. A Handbook of Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Catalyst, National Network of Local Resource Centers

A search of the ERIC data bank was made for adult counseling programs

This phase of the search yielded a total of 752 programs to be contacted for more in-depth information. An information form and cover letter were mailed to each of these programs. The form sought information on the purpose, target population, staffing, materials, costs, evaluation, and major features of the program. Follow-up letters were sent to all non-respondents.

Of the 752 programs, 460 or 61% responded. Of the 460, 93 felt that they did not qualify for our search and declined to fill out the questionnaire. This resulted in a total of 367 programs which responded by completing the form, and most of these also sent supplementary descriptive materials.

General Characteristics of the Surveyed Programs

The Sponsoring Agencies. The identified programs are primarily sponsored by five types of agencies or groups. These five are: Four-year colleges and universities; Community and Junior Colleges;

private groups and agencies such as the YMCA, YWCA, and B'nai B'rith Career and Counseling Service; government agencies and public adult schools which are usually an adjunct to a unified or high school district. The percentage of programs sponsored by each of these is presented in the following table:

Table 2

Sponsoring Agencies

Sponsor	Percentage
Four year Colleges and Universities	34%
Community and Junior Colleges	20%
Private Groups and Agencies	18%
Government Agencies	16%
Public Adult Schools	12%
	100%

The survey revealed that in addition to providing career planning and development assistance to enrolled students, many two-and four-year colleges and universities are expanding their services in order to reach adults who are not full-time, traditional college-age students. There were several examples of colleges offering programs to adults who were merely contemplating a return to the academic environment. Some of these programs helped individuals consider the changes in their lives which a return to school would require. Others of these allowed adults to take college classes in a supportive environment or offered a structure and

schedule which was more flexible and thus more suited to adult needs. Several of the programs sponsored by government agencies were set in prisons and many of the other programs used a prison as one of their sites. Nearly 5% of all the surveyed programs had a total or partial inmate enrollment.

Program Structure: Staffing, Costs, Planning, and Evaluation. While staffing varies greatly among the programs, the one clear trend is that the paraprofessional plays a visible and vital role in the majority of programs. Peer counseling and assistance from adults who do not hold formal counseling degrees, but who have backgrounds similar to the clients' backgrounds, takes place in many programs. These paraprofessionals have generally received some training for their roles. The skills most frequently mentioned as prerequisite for all staff of the surveyed programs were "empathy, understanding, and an ability to relate to adults" and "knowledge of career development."

The cost data which were received were very difficult to use as a comparison across programs. Some programs included overhead and facility costs, while others reported costs for materials and staff only. Furthermore, since staff salaries vary from urban to rural settings and in various sections of the country, and since many of the programs' paraprofessional staff members were also volunteers, cost figures alone do not provide particularly valuable information. In order to replicate a program, consideration should be given to the facility or space requirements; the number, level, and proportion of time of staff members involved; and whether materials must be purchased or developed.

The status of planning and evaluation efforts in these programs is weak. Only a small percentage of programs were keyed to measurable client objectives, however most did have fairly clearly stated goals, which are much broader than objectives. Unfortunately, if the objectives of a program are not clearly stated, evaluation of that program is also more difficult. Twenty-two percent (22) of the programs did provide evaluation data related to specific changes in program participants' lives as a result of the program, or data keyed to measurable objectives. However, the most prevalent form of evaluation data provided was the anecdotal report of success or participant reactions. Thirty-three percent of the programs were evaluated in this manner. An equal percentage (33%) had done no evaluation whatsoever and an additional 12% provided such sketchy evaluation data ("An evaluation was done and the results were positive") that they are difficult to categorize. Two percent of the programs indicated that an evaluation was in progress for the first time. The programs which were most likely to have conducted an evaluation keyed to measurable objectives were those receiving federal or state funds where evaluation was probably a requirement for the funding. Because of a lack in sophistication in the majority of evaluations and the variability of the cost data which were provided, it unfortunately is not possible to draw cost/benefit conclusions for the surveyed programs.

Major Methods and Strategies. The most common format in which career planning and development assistance is provided to adults is the class--some classes are held in the evening, some during the day;

they last from four weeks to a full year, but nonetheless they are classes. The second most popular format is the workshop, seminar, or small group meeting. While these formats may seem fairly standard, many programs are using workshops and classes in innovative ways. As a part of an outreach function of many programs, classes in career planning and development are being offered in unique settings such as prisons, hospitals, and local libraries. Several programs offer seminars at unique times to accommodate working adults. For example,"Brown Bag" sessions have been held at lunch time. Other programs have arranged for release time for workers in order to conduct workshops in business and industry settings.

A portion of the programs are attempting to provide services and information to the adults in their homes. Four methods for doing this are the use of telephones, mobile vans, cassette tapes, and homestudy "correspondence" courses. The advantages of telephone counseling are that it provides one-to-one interaction while eliminating the necessity for the client to travel to the program. A correspondence course provides the same service without the personal contact. Another approach which eliminates the need for participants to travel to the program is to take the program to them via mobile vans. Mobile units are being used by many programs in an effort to reach home-bound adults in their neighborhoods, or to make information more easily accessible by taking the van to suburban locations such as shopping centers.

An alternative to taking the program to the participant is to take the participant to the program. Again, mobile vans are utilized

by some programs purely for transportation. However, the survey uncovered one program which was actually a residential program for the participants. Individuals selected for the Mountain Plans Residential Career Education Program are relocated, along with their entire immediate family, to the Glasgow Montana Air Force Base which now serves as the site for the program. At the center, skill training as well as planning and development assistance are provided for the entire family.

Drop-in and resource centers also constitute many programs. These usually do not have a specific context or set of objectives, but exist to deal with client problems as they arise. They usually provide information and referral to other agencies. However, resource and drop-in centers for adults as a rule had very little data to support their worth in terms of the actual benefits provided to participants. These centers often kept figures on the number of requests for information or the total number of visits made to the center, but no data were provided on the results which accrue from using the center.

Major Goals. In general, the surveyed programs addressed eight major goals. Most programs did not address a single goal, but rather a cluster of them. These eight are:

Personal growth ("consciousness raising"). These programs focus on the personal characteristics of the participants, most particularly their strengths and values, and endeavor to help participants reach their full potential.

Entry or reentry into educational institutions. These programs help individuals to consider the adjustments in their lives which schooling might require. They frequently offer refresher classes or teach classes in a supportive environment so that participants' confidence will grow.

Entry or reentry into the job market. These programs help individuals consider the consequences of working and provide much job cluster and occupational information.

Job getting and job maintenance skills. The focus of programs with this goal is on resumé writing, completing applications, and practicing interviewing techniques (i.e.,"job getting") and learning good work habits and attitudes (i.e.,"job maintenance").

Career decision making. Programs with this as a goal help participants acquire actual decision making skills which apply to all areas of life and particularly to vocational choices.

Vocational skill training. These programs provide actual training for various occupations. However, the survey excluded programs which gave skill training only. In order to be included a skill training program also must have had a component which helped an individual select the most suitable training area or which helped her/him develop job getting and maintenance skills.

Survival skills. These programs teach money management and budgeting, income tax filing, health care, nutrition, legal rights, use of community agencies and resources, and other similar skills which help an individual cope with or survive in society.

Nontraditional careers and career patterns. These programs work on overcoming sexual stereotypes in careers and also seek to make career patterns more flexible by encouraging more part-time jobs and job sharing.

Target Populations Served. The particular focus of the survey was to look at programs designed for women and ethnic minorities. There is obviously overlap in these two categories, and within each, there are numerous subcategories, many of which are also parallel. In addition to programs for women and ethnic minorities, there are programs for disadvantaged and low-income individuals, prisoners, veterans, retirees and the elderly, midcareer changers, handicapped individuals, and people in rural locations.

Thirty-two (32) percent of all the programs in the survey were designed specifically for women. Some of these programs allowed men to participate, but all dealt with issues related to women. There appears to be no dearth of programs for women, although not all groups of women are assisted in equal proportion. There are many more programs for middle-class, educated women who have never worked or who have been out of the labor market for a considerable time, than there are for low-income women and female heads of households

who are frequently working full-time but in low level, dead-end jobs. Many programs designed for the former group are of a "consciousness raising" type consisting of workshops and seminars designed to awaken women's full potential and serve as a forum for discussing problems and concerns. These programs are usually offered through women's centers which offer workshops on many topics as well as support services (for example, child care), information sources, referral services and/or job banks, etc. The specific content or procedures used in these programs is often vague, and evaluation usually consists solely of participant reactions to the programs. On the other hand, programs for low income women are most apt to focus on coping or "survival" skills.

Sixteen (16) percent of the total programs had a minority enrollment of 30% or greater. Within this group, the percentages of programs with particular ethnic group representation is as follows:

Table 3

Ethnic Minorities Served

Ethnic Group	Percentage
Black	59%
Spanish-speaking	23%
Both Black and Spanish-speaking over 30%	3%
Asian	5%
American Indian, Eskimo, Aluet	5%
Mixed (No one group greater than 30% but combined minority enrollment of 30% or more)	5%
	100%

In addition to helping participants choose, obtain, and keep a job, programs with heavy ethnic minority enrollments also focused on teaching English or assisting participants to learn how to function in or deal with society. A few programs for ethnic minorities focused on providing leadership training.

Products of the Survey

The purpose of the survey was to identify up to 100 of the most promising programs and to describe them in a catalog of programs. This catalog has been developed and is described in some detail in the section on Project Products. A planning manual has also been developed to accompany the catalog and facilitate its use. This document is also described in the Products section.

SECTION III

PROGRAM MODEL #1

THE ETHNIC MODEL

NEEDS ASSESSMENT

Selection of Target Area

The task force decided to direct one program to a minority target population. They focused their attention on a census tract area called Meadowfair which has almost 50% Spanish surname population with a median income of about $10,000. A community worker who was familiar with the neighborhood and had research experience conducted a survey of the career development needs of people in Meadowfair. A random sample of 184 people in the neighborhood was interviewed and this information was used as the basis for selecting a program to be implemented in this area.

The Meadowfair census tract area has a population of 7,356. It is composed primarily of owner occupied single family homes built about 1950. There are also sections with new condominiums and apartments which have a higher percentage of single individuals. Following is some demographic information about the area.

Ethnic/Racial Composition

Spanish surname/language	49.1%
White, non Spanish surname	38.2
Black	7.5
Oriental	2.7
Other	2.5

Income

Median household income = $9,689

Average household size = 4.97

Households below poverty level = 11.5%

Employment

Unemployment rate for total population = 11.2%

Unemployment rate for women = 15.7%

Women employed = 30.4%

Family composition

Housing units headed by women = 11%

The Meadowfair area was selected as a target site for the needs assessment because of these characteristics:

-population size that can be adequately sampled in the time given for the survey

-high percentage racial/ethnic "minority" population relative to other census tracts in Santa Clara County

-high percentage unemployment relative to other tracts in Santa Clara County

-lack of local resources for career guidance, counseling, placement services

-migration of female headed households to this area

-migration of San Jose families to this area

-young population entering the labor market

-transferability. Meadowfair represents the suburban sprawl phenomenon that has become a dominant pattern of city expansion, especially in California

Procedures in Needs Assessment

A questionnaire was developed with questions on personal characteristics, employment status, preferences in class format, and awareness of resources in the area. A copy of the questionnaire is included at the end of this chapter. To identify needs a card sort technique was used in which respondents could select options in the following areas:

-things they would like to learn

-things to make their personal life better

-services other people could offer

-things that would help them find a job

Needs in these areas were printed on cards and respondents selected the cards with the needs of most importance to them. Respondents could also make open ended responses to these questions.

The questionnaire was field tested on a sample of 24 respondents. The field test provided information which was useful in refining the questionnaire and finalizing coding categories. It also provided useful information on field operations for the survey. Interviewers found that it was much more difficult to get interviews during the daytime, partly because people were not home. They also found that the length of the interview was a half an hour or less in six cases and up to an hour in fourteen cases.

The needs assessment survey was done on a door-to-door basis and included a sample of 184 people who were selected on a systematic basis. The interviewers were bilingual in Spanish and were carefully chosen for their ability to relate to the residents of the community. The survey coordinator trained the interviewers and

communicated with them frequently to assure that the survey was implemented as planned.

Results of Needs Assessment

The survey provided a detailed profile of the residents of the community. The results from the card sort were the most useful in selecting a program. Following is a list of the needs cards which were chosen first or second priority or picked within the group more times than would have been possible by chance.

1. Training for new job
2. Information regarding training programs
3. Improved English
4. Learn a skill or hobby (write-in)
5. Manage money better
6. Finish high school
7. Make decisions and solve problems better
8. Change jobs, plan new career
9. Legal help
10. Know where to look for work
11. Learn about self, interests, and abilities
12. Child care
13. Solve problems with children

The following were not chosen often enough for their scores to be statistically significant.

14. Information on government benefits and aid
15. Solve family problems

16. Do job applications and interviews

17. Transportation

18. Meet people, find friends

19. Medical help

20. Learn to drive

21. Volunteer

22. Help with job (write-in)

23. Personal support (write-in)

24. Community or agency help (write-in)

Often the results of surveys are too general and vague to be very useful in planning. But in this needs assessment the use of needs cards combined with write-in responses was an effective way of identifying a list of specific concerns which this target population perceived as important to them. The needs assessment also provided a resource of information on class preferences and kinds of training desired.

Following is a copy of the introduction to the questionnaire, the content used for the card sort, and the questionnaire used in the survey.

JOSEPH C. BELLENGER
Assistant Superintendent

SAN JOSE UNIFIED SCHOOL DISTRICT

Telephone (408) 293-5303
1605 PARK AVENUE
SAN JOSE, CALIFORNIA 95126

CHARLES S. KNIGHT
Superintendent of Schools

January 16, 1975

Project Careers is a new program sponsored by the federal government through Metropolitan Adult Education in San Jose. During 1975 we will start an experimental program in this neighborhood for adults who want help with their careers -- whether that means jobs or just doing what you want with your life.

It is important that community people have a say in deciding just what kind of a program comes out of Project Careers. That is why we have asked to talk with you. It would be a help to the whole community if you could take time to tell us what you want to happen here.

If you have any questions about Project Careers, call the Meadowfair Community Center (274-4272, King & Enesco) and ask for Pia Moriarty. She is coordinating these interviews, and she would be glad to explain things further.

Thank you for helping with this survey.

- - - - - - -

El Programa de Carreras es un proyecto nuevo patrocinado por el Gobierno Federal através del Programa Metropolitano de la Educación de Adultos en San José. Durante el año de 1975 vamos a empezar un programa experimental en este barrio, para adultos que desean ayuda con su carrera -- ya sea para trabajar o hacer exactamente lo que usted desea con su vida.

Es muy importante que la gente de este barrio participe en la decisión sobre la clase de beneficio que resulte del Programa de Carreras. Por eso hemos solicitado hablar con usted. Será de mucha ayuda para toda la comunidad si usted nos dedica un poco de tiempo para decirnos lo que usted desea que suceda en este barrio.

Si tiene usted alguna pregunta relacionada con el Programa de Carreras, llame al Centro de la Communidad de Meadowfair (274-4272, esquina de King y Enesco) y pregunte por Pia Moriarty, quien habla español. La Senorita Moriarty es la coordinadora de estas entrevistas, y tendría mucho gusto en hablar con usted y explicarle este programa más detalladamente.

Muchas gracias por su ayuda en este estudio.

Joseph C. Bellenger

Joseph C. Bellenger
Director, Project Careers
Director, Programa de Carreras

An Equal Opportunity Employer

Meadowfair Career Needs Assessment Survey -- Card Sort Content

Needs to "Learn Something"

- Get training to do a new job (Interviewer writes in the kind of training desired)
  Tomar entrenamiento para un trabajo nuevo
- Learn how to speak, read, and write English (better)
  Aprender a hablar, leer, y escribir inglés (mejor)
- Finish high school and get a diploma
  Terminar mi high school y recibir el diploma
- Learn how to drive
  Aprender como manejar
- Learn how to manage my money better
  Economizar mi dinero mejor

Personal Support Needs

- Learn more about myself -- my interests and abilities
  Conocerme mejor -- mis intereses y capacidades
- Make decisions and solve problems better or more easily
  Tomar decisiones y resolver problemas mejor o más facilmente
- Learn how to solve family problems (with my husband or wife, or with relatives)
  Saber como resolver problemas de familia (con mi esposo/a, o con parientes)
- Learn how to meet new people and find friends here
  Saber como conocer nuevos amigos aquí
- Learn how to solve problems I have with my children
  Saber como resolver problemas que tengo con mis hijos

Community Help Needs

- Find regular babysitting I can afford
  Encontrar quien cuide mis niños a un precio que puedo pagar
- Get regular transportation
  Obtener transportación regular
- Get legal help or advice
  Obtener ayuda o consejo legal
- Get medical help
  Obtener ayuda medica
- Find out about unemployment benefits, food stamps, or welfare
  Saber acerca de asistencia pública -- desempleo, estampillas de comida, o welfare

Job-related Needs

- Learn how to do job applications and interviews
  Aprender a llenar solicitudes de trabajo y pasar la entrevista
- Get experience by volunteering at first
  Obtener experiencia trabajando como voluntário al principio
- Find out where to look for work
  Saber donde buscar trabajo
- Learn how to change jobs or plan a new career
  Aprender como cambiar de trabajo o a planear una carrera
- Find out about training programs and how to get into them
  Conocer programas de entrenamiento y como entrar en ellos

INTERVIEW INSTRUMENT

House Number_____

Interviewer_____

1. How long have you lived in this house?

¿Desde cuándo ha vivido ud. en esta casa? 1. _____

(Circle one)
1 - 6 months or less
2 - 6 months to 2 years
3 - 2 to 5 years
4 - 5 to 10 years
5 - 10 to 15 years
6 - 15 to 20 years
7 - over 20 years

(If the person says 1972, write that down and come back later to circle the correct number.)

2. How long have you lived in this neighborhood?

¿Desde cuándo ha vivido ud. en este barrio? 2. _____
(Neighborhood - San Jose south of Story Road and east of the Bayshore Freeway)

(Circle one)
1 - 6 months or less
2 - 6 months to 2 years
3 - 2 to 5 years
4 - 5 to 10 years
5 - 10 to 15 years
6 - 15 to 20 years
7 - over 20 years

3. How many people live in this house?

¿Cuantas personas viven en esta casa? 3. _____

(Circle one)
1 - one person
2 - 2 people
3 - 3 or 4 people
4 - 5 or 6 people
5 - 7 or 8 people
6 - 9 or 10 people
7 - over 10 people

4. Are they all part of your family?

¿Todas son de su familia?
(Family = grandparents, parents, brothers and sisters, spouse, your children)

(Circle one)
1 - yes
2 - no →

(If the answer is no, then ask: (Write in number)

5. How many are not part of your family?
¿Cuántas personas no son de su familia?

_____

4. _____ number in family

6. Do you have any children who live here with you?
¿Tiene niños que viven aquí con ud.?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask: (Write in number)

7. How old are they?
¿Qué edades tienen?

_____

8. Do you have a telephone?
¿Tiene teléfono?

(Circle one) 1 - yes
2 - no

9. Do you have a Social Security Card?
¿Tiene Seguro Social?

(Circle one) 1 - yes
2 - no

10. Do you have a California Driver's License?
¿Tiene licencia de manejar de California?

(Circle one) 1 - yes
2 - no

11. What does the word CAREER mean to you? (Do not read alternatives)
¿Qué significa la palabra CARRERA para ud.?

(Try to circle one; otherwise write in VERBATIM)

(If the person gives more than one answer, indicate most important aspect. Ask if you are not sure.)

1 - just having a job, any job; working
2 - having a worthwhile job, a job you want or like
3 - having a steady, secure job, one you plan on keeping
4 - something for which you need a good education
5 - having a job that pays good money
6 - having an occupation, a trade you can continue to do in different places
7 - something professional (doctor, lawyer, etc.)
8 - something constructive outside the home, outside activities
9 - don't know
0 - other

_____

_____

5. _____ number of children under 2½

6. _____ number of children 2½ - 5

7. _____

8. _____

9. _____

10. _____

12. Do you have a career?
¿Tiene ud. una carrera?

(Circle one) 1 - yes
2 - no

11. _____

(If the answer is yes, then ask:) (Write in VERBATIM)

13. What is it?
¿Cuál es su carrera?

_____

_____

12. _____ career

14. What would you need in order to go further in your career?
¿Qué necesitaría ud. para avanzar en su carrera?
(Write in VERBATIM or "don't know" or "nothing")

_____

_____

13. _____ need
14. _____ need
15. _____ need
16. _____ need
17. _____ need

(If the answer is no, then ask:)

15. Would you like to have a career?
¿Le gustaría a ud. tener una carrera?

(Circle one) 1 - yes
2 - no

18. _____

(If the answer is yes, then ask:)

16. What career would you like to have?
¿Qué carrera le gustaría tener?
(Write in VERBATIM)

_____

_____

_____

12. _____ career
13. _____ need
14. _____ need
15. _____ need
16. _____ need
17. _____ need

(If answer is no, go to next page)

17. What would you need in order to have that career?
¿Qué necesitaría ud. para obtener esa carrera?
(Write in VERBATIM or "don't know" or "nothing")

_____

_____

_____

(Ask everybody)

18. If you wanted help with a career, do you know of an agency where you could find it?

Si quisiera ayuda con su carrera, ¿sabe de alguna agencia donde pueda encontrala?

(Circle one) 1 - yes → 19. _____
2 - no

(If the answer is yes, then ask:)

19. Where?
¿Dónde?

(Circle one) 1 - HRD, EDD, employment office 20. _____
2 - community college
3 - adult education
4 - community center
5 - OIC
6 - veterans' administration (VA)
7 - other (Write in VERBATIM)

_____

20. Have you ever tried that agency?
¿Ha ido alguna vez? 21. _____

(Circle one) 1 - yes
2 - no

CARD SORT (Get your cards out)

A Maybe there are some things that can help you right now. A group of people who made this questionaire put together a list of some ideas, and I'd like to go through those with you. First I'll ask for your ideas, and then we'll look at these cards.

Tal vez hay algunas cosas que pueden ayudarle ahorita. Algunas personas que hicieron este cuestionario escribieron una lista de ideas, y quiero repasarlas con ud. Primero voy a escribir sus ideas, y después vamos a leer las tarjetas que tengo aquí.

(FIRST GROUP - Cards in the 100's)

B The first group is about things you might like to learn. Is there anything that you would like to learn to help make your life more satisfying?

El primer grupo es acerca de cosas que le gustaría aprender. ¿Hay algo que le gustaría aprender para vivir una vida mejor?

(Write each response on a blank card and give each a number -- 106, 107, etc. Set these aside until the final question of the card sort, # 29)

C (After writing on the blank cards, present the typed ones.)
Here are five possibilities that our group thought of:

Aquí estan cinco posibilidades que puso nuestro grupo:

(Read through the cards in the 100's and place them in front of the person. Then ask:)

D Would any of these things help you right now?
¿Alguna de estas le pueda ayudar en su vida ahora?

(If the person says no, fill in XXX and go on to the next group. If the person says yes, then ask:)

E Please pick one or two that would be the most important for you.
Favor de escojer el uno o dos de los más importantes para ud.
(**if 101 is chosen, specify the kind of training:_____)

(Write the numbers of those cards here:) 21._____ 22._____

22._____ 23._____

(SECOND GROUP - Cards in the 200's)

A The second group is about things to make your personal life better.
El segundo grupo es acerca de cosas para mejorar su vida personal.

B Is there anything that would help you with your personal life?
¿Hay algo que le ayudaría con su vida personal ahora?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 23._____ 24._____

24._____ 25._____

(THIRD GROUP - Cards in the 300's)

A The third group is about services that other people could offer.
El tercer grupo es acerca de servicios que otras personas puedan ofrecer.

B Is there anything that other people or community agencies could help you with?
¿Hay algo en que le puedan ayudar otras personas o agencias de la comunidad?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 25._____ 26._____

26._____ 27._____

(FOURTH GROUP - Cards in the 400's)

A The fourth group is about things that would help you find a job.
El cuarto grupo es acerca de cosas que le ayudaría encontrar trabajo.

B Is there anything that would help you find a job?
¿Hay algo que le ayudaría encontrar trabajo?
(Write on the blank cards and follow the same procedure as above.)

(Write in numbers) 27._____ 28._____

28._____ 29._____

(After you have finished all four groups:
Read through all the handwritten cards and place them in front of the person. Read through all the chosen typed cards and place them with the other cards in front of the person. Then ask:)

Of all the cards you have picked, which two are the most important or necessary for you right now? Which one is your first choice?

De todas las tarjetas que ha escojido, ¿cuáles dos son los más importantes o necesarias en este momento?

¿Cuál es lo más importante?

(Write only two) 29. first choice _____ 30. ____

30. second choice _____ 31. ____

(Save all the handwritten cards and write down their numbers and what they say after the interview is finished.)

Card Number	What it says
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

31. What would be the best way for you to get this help? (Read the alternatives)
¿Cuál es el mejor modo de conseguir esta ayuda para ud.?

(Circle one) 32. ____

1 - individually/individualmente
2 - small group/en un grupo pequeño
3 - class situation/en una clase
4 - radio
5 - TV
6 - on the job/trabajando
7 - other/otro_____
(8 - no preference)
(9 - no answer)

32. In what place? (Read alternatives)

¿En qué lugar?

(Circle one)
1 - in my home/en mi casa
2 - in a neighborhood home/en la casa de un vecino
3 - in a community center/en un centro de la comunidad
4 - in a school/en una escuela
5 - in a business or industrial facility/ en un edificio industrial o de negocios
6 - other/otro _____
(7 - no preference)
(8 - no answer)

33. _____

33. When? On weekends or during the week?

¿Cuándo? Fines de semanas o durante la semana?

(Circle one)
1 - weekends
2 - weekdays
(3 - no preference)
(4 - no answer)

34. _____

34. At what time? During the morning, afternoon or evening?

¿A qué horas? Durante la manana, la tarde, o la noche?

(Circle one)
1 - mornings
2 - afternoons
3 - evenings
(4 - no preference)
(5 - no answer)

35. _____

35. At what times of the year? In the autumn, winter, spring or summer?

¿En qué temporadas del año? En el otoño, el invierno, la primavera, o el verano?

(Circle one)
1 - autumn + winter
2 - winter + spring
3 - spring + summer
4 - summer + autumn
5 - other _____
(6 - no preference)
(7 - no answer)

36. _____

36. Do you have a job right now?
¿Está trabajando ud. ahorita?

(Circle one) 1 - yes
2 - no

(If the answer is yes, then ask:
37. What kind of work do you do?
¿En qué trabaja ud.?
(this means skills, like carpentry, typing, etc.)

(Write in VERBATIM) _____

_____

38. Have you ever had a job?
¿Ha tenido ud. trabajo alguna vez?

(Circle one) 1 - yes 37. _____
2 - no

(If the answer is yes, then ask:)
39. When was the last time you had a job?
¿Cuándo fue la última vez que tuvo trabajo?

(Circle one) (1 - currently employed) 38. _____
2 - less than six months ago time
3 - six months to a year ago
4 - one to three years ago
5 - three to five years ago
6 - five to ten years ago
7 - more than ten years ago

40. What kind of work did you do? 39. _____
¿En qué trabajaba ud.? skill
(Write in VERBATIM) (this means skills, like carpentry, typing, etc.)

_____

_____

(Ask everybody who has worked before)

41. Of all the kinds of work you've done, which two did you like the most?
De todos los trabajos que ha tenido, ¿cuáles dos son los que le gustaron más?
(this includes current jobs)

(Write in VERBATIM) 1 - _____ 40. _____

2 - _____ 41. _____

(Ask everyone)

42. If you could have any job you wanted, which would you choose to do now?
Si ud. pudiera tener cualquier trabajo, ¿cuál escojería ahora?
(this includes present, past or desired jobs)

1 - none---I don't want a job now
2 - (Write in VERBATIM) 42. _____

_____

_____

43. Could you tell me where your family's total income for this last December falls on this list?
¿Me pueda decir donde entra la cantidad de los ingresos de su familia durante deciembre?
(this includes income before taxes and any public assistance)

		(Annual income)
(Circle one)	1 - less than $120	under $1200
	2 - $120 - $250	$1000 - $3000
	3 - $250 - $500	$3000 - $6000
	4 - $500 - $750	$6000 - $9000
	5 - $750 - $1000	$9000 - $12,000
	6 - $1000 - $1250	$12,000 - $15,000
	7 - over $1250	over $15,000
	8 - don't know	
	9 - no answer	

43. _____

44. Was this amount the same for every month last year? (1974)
¿Recibió la misma cantidad cada mes durante 1974?

(Circle one) 1 - yes
2 - no

(If the answer is no, ask for enough explanation to be able to estimate total annual income)

_____

_____

_____

45. What is your family situation right now? Are you: (Read alternatives)
¿Cuál es su estado civil ahorita? Es ud.:

(Circle one) 1 - single, never married/ soltero, nunca casado
2 - married/casado
3 - separated or divorced/separado o divorciado
4 - widowed/viudo
(5 - no answer)

44. _____

46. How far did you go in school?
¿Hasta qué grado llego en sus estudios?

45. _____ grade leve

(Circle last grade completed:)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

(Circle one) Last graded completed was 1 - in the United States
2 - in México
3 - other _____

46. _____ where

47. Do you have any diplomas or certificates of completion?
¿Tiene ud. algunos diplomas o certificados? (Write in VERBATIM)

47. _____

48. _____

_____

49. _____

_____

48. How old are you?
¿Cuántos años tiene ud.?

(Circle one)
1 - 18 - 25
2 - 26 - 30
3 - 31 - 35
4 - 36 - 40
5 - 41 - 45
6 - 46 - 50
7 - 51 - 55
8 - 56 - 60
9 - 61 - 65
0 - over 65

50. _____

49. Do you consider yourself part of a minority group?
¿Se considera ud. miembro de una minoría?

(Circle one)
1 - yes → (If the answer is yes, then ask:)
2 - no

50. Which one? (Write in VERBATIM)
¿Cuál es?

51. _____

52. _____

We are going to be talking with about 200 people here in this neighborhood, asking them the same questions I have just asked you. When we are finished, we will take all the addresses off the interview papers, so no one will know what one person or another said. Then we want to have a meeting with the whole community to put together all the ideas that people like you have shared with us. We want to let you know what we have heard and see if we have listened well enough.

Would you like to receive a notice about when and where this meeting will be held?

51. (Circle one)
1 - yes
2 - no

53. _____

Vamos a hablar con más o menos 200 personas aquí en este barrio, preguntandoles las mismas preguntas que le puse ahora. Cuando terminemos, vamos a quitar todas las direcciones de los papeles de la entrevista. Nadie va a poder distinguir lo que dijo un individu o otro. Entonces vamos a reunir un metin con toda la comunidad, para resumir las ideas que nos han dado gente como ud. Queremos decirles todo que ustedes nos han dicho y que nosotros hemos entendido.

¿Quisiera ud. recibir una notícia de cuando y donde vamos a tener este metin?

Meadow Fair Needs Assessment Survey
Identification Sheet

House number: _____ 54. _____ geog.

Address: _____ 55. _____ #

Geographic Area: 1 2 3 4 56. _____ #

Date of Interview: _____ 57. _____ #

Time of interview: _____ a.m. / p.m.

1 - weekday
2 - weekend or evening 58. _____ time

Interviewer:
1 - Erendira
2 - Lorraine
3 - Roberto
4 - Sandra
5 - other _____ 59. _____ interviewe

Language of interview:
1 - Spanish
2 - mixed Spanish and English
3 - English
4 - other _____ 60. _____ language

Length of interview:
1 - less than half an hour
2 - half an hour to an hour
3 - more than an hour 61. _____

Sex of respondent:
1 - Female
2 - Male 62. _____

Racial/ethnic ID of respondent:
1 - Latin
2 - Black
3 - Anglo
4 - Asian American
5 - Native American
6 - other minority _____ 63. _____

Interviewer Comments:

SELECTION OF PROGRAM MODEL #1

The needs assessment in the Meadowfair area produced a ranking of respondents' needs. The project task force and staff decided to focus on the top eight of those needs listed in the preceeding section. The next step was to identify programs from the search which were being included in the catalog of promising programs and also addressed needs similar to those priorities. It was hoped that a program could be found which was being successfully implemented elsewhere and which, with some modifications, could be used to meet needs in the Meadowfair area. The following steps were taken in the selection of the first program model:

There were forty-one (41) programs which met the catalog criteria and addressed one or more of the top eight needs of the Meadowfair area. The titles and locations of these programs are:

1. Duluth Skill Center
   Duluth, Minnesota

2. Muskegon Skill Center
   Muskegon, Michigan

3. Career Development Curriculum
   Alderson, West Virginia

4. Oklahoma City Skills Center
   Oklahoma City, Oklahoma

5. La Puente Valley Adult School
   Industry, California

6. English on Wheels
   Salinas, California

7. A Career Decision Making Model Utilizing Adult Basic Education and Career Counseling for the Underemployed and Unemployed Adult
   Huntsville, Alabama

8. Program ECHO: Education Through Consumer Homemaking Opportunities
   Hempstead, New York

9. Women's Reentry Program
   Cupertino, California

10. Women Returning to Work
Hackensack, New Jersey

11. Consumer Education/Family Life Program
Paterson, New Jersey

12. Home and Family Life Program
Dallas, Texas

13. Pre-Vocational Training Program
Chicago, Illinois

14. Career Education for Adults
Auburn, Alabama

15. Project "APPLE CORE" (Adult Prescriptive Program for levels of Employment--Career Oriented Education)
Lafayette, Louisiana

16. Human Resources Development Program
Kinston, North Carolina

17. Career Decision Making
Butler, Pennsylvania

18. Career Education for Persons in Rural Areas
Wausau, Wisconsin

19. Modular Life Planning/Career Development
Amherst, Massachusetts

20. Career Education for Mature Women
Edwardsville, Illinois

21. Human Resources Development Program
Dallas, North Carolina

22. Woman's Workshop in Self-Discovery
Baltimore, Maryland

23. Guided Inquiry Group Career Counseling
Urbana, Illinois

24. Discovery Program for Women
St. Louis, Missouri

25. Deciding Program of the Women's Institute
Paramus, New Jersey

26. Career Counseling Program for Adults
Newtown, Pennsylvania

27. Career Exploration for Women
Lawrence, Kansas

28. An Approach to Bringing Occupational Information to the Underemployed and Unemployed
Media, Pennsylvania

29. Life Skills - Coping Skills
Hartford, Connecticut

30. Office of Continuing Education Services
Madison, Wisconsin

31. HRD Career Counseling Program
Park Forest, Illinois

32. Women's Programs in Continuing Education
Seattle, Washington

33. Educational and Career Planning
Marietta, Georgia

34. Curricular Career Information Service
Tallahassee, Florida

35. Adult Career Resource Center
Palos Hills, Illinois

36. Home-Community Based Career Education Model III
Providence, Rhode Island

37. Educational Information Resource Guide for Adults
Madison, Wisconsin

38. Confidence Clinic and Pre-Employment Center
Roseburg, Oregon

39. Career Exploration Development Facility
Riverton, Wyoming

40. Jackson Community College Prison Program
Jackson, Michigan

41. Career Planning Center
Santa Ana, California

A short summary of each of these programs was prepared. The summary included a description of the "format" of the program, i.e., where the program is held, for how long, number of staff involved, whether it is a class, workshop, etc. A description of the program "substance" including content, goals, and objectives was also given. These 41 summaries were presented by AIR to the San Jose

project staff and members of the task force. These individuals reviewed the summaries and then voted for the programs which they felt best addressed the needs of the Meadowfair area, and thus warranted a more in-depth review.

Of the forty-one programs, seventeen were selected for in-depth review. A program overview was prepared for each of these 17 programs. The information presented on the overview included the title, location, needs addressed, program size and target population, year started, staff, major features, facilities, equipment and materials, cost, and evaluation data.

Reported cost figures were not a major consideration in screening programs since it was difficult to compare cost figures. It was understood that the scope of any program selected for implementation would be limited by financial constraints of the project.

A day-long working meeting was held where the members of the task force and the project staff read through the program overviews and all other materials which had been received on the programs. Each participant at the working meeting completed a reaction form for each of the 17 programs, rating the appropriateness for Meadowfair adults of each program's purpose, activities and materials. At the conclusion of this meeting, the members of the task force and project staff voted to reduce the 17 programs to 3. The 3 which were chosen had received the greatest number of positive votes.

These were:

1. A Career Decision Making Model Utilizing Adult Basic Education and Career Counseling for the Underemployed and Unemployed Adult
   Huntsville, Alabama

2. Project "APPLE CORE"
   Lafayette, Louisiana

3. Career Planning Center
   Santa Ana, California

The program overviews for these three programs are presented on the following pages.

PROGRAM OVERVIEW

Title	A Career Decision-Making Model Utilizing Adult Basic Education and Career Counseling for the Under/Unemployed Adult
Location	Huntsville, Alabama
Needs Addressed	Improved English; manage money better; finish high school; make decisions and solve problems better; change jobs and plan new career
Program Size and Target Population	This program serves 500 people yearly, 60% of whom are women and 44% of whom are black. They live in a small city.
Year Started	1973
Staff	The staff consists of a project director, a coordinator/counselor, three counselors, a counselor/teacher, six paraprofessionals, a secretary, two consultants, and two outside evaluators.
Major Features	This program aims to train and place disadvantaged people, primarily blacks. The program's main focus is on adult basic education, particulaly helping the students get a high school equivalency certificate. A "Career Decision Making Model" (see materials) is used to help the students make career decisions and plans. English as a Second Language is also taught, and all instruction is individualized. The program uses a mobile van to reach the people in their neighborhoods and also conducts classes at a jail. The counselors tried to involve the student's family in the efforts, giving family counseling (budgeting, income tax filing, personal aid) and encouraging the students to build civic concern by reading newspapers and joining organizations. The program developed ties with local agencies and businesses and helped the students find jobs after training.
Facilities, Materials, Equipment	The project uses a large variety of materials such as films, filmstrips, information on local jobs, records, manuals, "The Career Decision Making Model," readers, etc. The project maintains both an adult resource center and a mobile van.
Cost	The cost of this program is $196 per student.
Evaluation Data	The project was successful in getting 42 out of 193 learners to pass the GED. There was an average advance of two complete grade levels for the entire group. Of the people who wanted to find jobs, 62.5% were employed.

PROGRAM OVERVIEW

Title	Project "Apple Core" - Adult Prescriptive Program for Levels of Employment--Career ORiented Education
Location	Lafayette, Louisiana
Needs Addressed	Manage money better; change jobs, plan a new career
Program Size and Target Population	This program serves approximately 150 low-income adults each year, 80% of whom are Black.
Year Started	1974
Staff	No specific information.
Major Features	This program consists of 31 units published in a curriculum guide. It is aimed at helping teachers, counselors, and administrators of Adult Education plan and implement creative, innovative activities in the field of career awareness and exploration. It contains recommended ideas, activities, and procedures. The units focus on 1) Finding work: how one goes about it, what to expect; 2) Keeping a job: attitudes, people, work; 3) Helping one's self: planning, school, human relationships; and 4) Handling finances: budgeting, buying. Almost all units suggest bringing in a resource person to talk to the participants or taking them on a relevant field trip. Teachers can select one or all of the 31 units and they can be used in a variety of ways.
Facilities, Materials, Equipment	The program in Lafyette operates in local business facilities where release time for workers is arranged (1 hour release time for each hour of their own time). Many different commercial materials are recommended, including the Stech-Vaughn series. We do not have all the materials on hand. If this program is chosen, the units we want to work on should be selected and the appropriate materials ordered.
Cost	Staff estimate that their total program costs $700 per client. Prices for the recommended commerical materials could be determined. Stech-Vaughn materials cost $18.59 for one complete set.
Evaluation Data	The program has been evaluated and the data is being sent sent to AIR.

PROGRAM OVERVIEW

Title	Career Planning Center
Location	Santa Ana, California
Needs Addressed	Change jobs, plan a new career (information on training programs, improved English, manage money better, finish high school)
Program Size and Target Population	The Career Planning Center serves 500-600 adults each year. Many of these are Spanish-speaking and almost all come from low-income levels.
Year Started	1974
Staff	Six counselors are employed at the center. Two of the counselors are responsible for the Career Planning and Orientation class.
Major Features	The Career Planning Center serves the Continuing Education program of the Rancho Santiago Community College District. The purposes of the program are: (1) to develop student awareness concerning policies, procedures, services, and programs of continuing education and (2) to aid students in career exploration and planning. They have produced a student handbook to achieve the first purpose of the program and they have developed a 4-session, 6-hour course to meet the second purpose. The four course sessions focus on: (1) Continuing Education - What it is; (2) Continuing Education - What it offers you; (3) Career Exploration and Awareness; and (4) Continuing Education - Where to go from here. Personal counseling is also provided as needed.
Facilities, Materials, Equipment	A handbook describing the Career Education Center has been developed. There is an English as well as a Spanish version. The course outline for the 4 sessions is fairly complete in that the information to be provided is delineated, but specific activities are left to the decision of the counselors.
Cost	The staff estimates that the program costs $30 per client.
Evaluation Data	Students evaluate the program through a final questionnaire. Follow-up letters are also sent to all program dropouts. The results of these efforts have not yet been tabulated.

These three programs were then thoroughly reviewed by the project staff. After this review, staff recommended that the Huntsville, Alabama program be adapted into a five week class to meet the needs of adults in the Meadowfair area. The rationale for recommending the Huntsville program rather than the Santa Ana program was that the scope of the Santa Ana program was too broad. Rather than offer the many services which Santa Ana does, project staff preferred to refer participants to existing services as is done in the Huntsville model. In addition, it was felt that the Santa Ana program was geared too specifically to a junior college clientele. The staff recommendation was to adapt, as appropriate, material from the Santa Ana course session on Career Exploration and Awareness into the Huntsville model.

The essence of the Lafayette, Louisiana program was felt by the project staff to be the curriculum units which could be used in other than a work release program. The recommendation of the staff was to incorporate, if appropriate, one or two of the Lafayette curriculum units into the adaptation of the Huntsville program. The recommendations of the project staff were accepted by the project task force.

IMPLEMENTATION OF PROGRAM MODEL #1

The task force selected the program being used at the Adult Learning Center in Huntsville, Alabama as the basis for a class to be offered in Meadowfair. The purpose of the class was to assist people in their career decision making over a five week period and then to refer them to other vocational, educational, or social services in the area. A coordinator was responsible for arranging for a place to hold the class, recruiting instructors, and obtaining materials for the program. The instructors recruited participants by visiting the people who were interviewed in the survey and by distributing announcements in the community. One class was given in August and a second class was given in September.

Class Location

One of the first tasks was to arrange for the location of the class. There were several considerations in selecting the location. It should be centrally located in the community so people did not have far to go and it should be a comfortable place to come to. Also it needed a large space where group classes could be held and also a small room where the teacher/counselor could meet individually with participants. Access to a telephone was also important so the counselors could telephone participants. Thus the main criteria for selecting a location were availability, central location, appropriateness of space, cost, and visibility to the community.

Several locations were considered, including two elementary schools, the local community center, office space, local churches, a house, and a combination of facilities. An elementary school was

selected for the program. A classroom could be used for the classes and a small room which the school counselor used was also available. The counselor's office did not have a telephone and the project contributed half of the cost of installing a telephone. The elementary school was an excellent site because it is centrally located in the community and is a comfortable place for people to come. Also the school did not charge for the space. However, the school was only available until late August, so the local community center and a private home was used to conduct the classes for group two.

Selection of Staff

Another major task was recruiting the instructors to teach the class. The task force decided that two instructors should implement the program and that between them they should have the expertise required. The following criteria were established for the counselors:

1. At least one will be proficient in Spanish.
2. At least one will have experience in working with Mexican Americans.
3. At least one will have professional education in career counseling and can administer and interpret interest tests.
4. At least one will be familiar with vocational, educational and social resources in San Jose.
5. Experience in working with adults is preferred.
6. Willingness to work together as a team with another counselor is important.

The job description shown below was distributed to local university placement offices, two junior college counseling departments, to MAEP counselors, the State Employment Department, and members of the task force. There were twenty-three applicants for the position. The coordinator had initial screening interviews with these applicants and arranged follow-up interviews for four applicants with the task force members who were familiar with the community.

JOB DESCRIPTION

Job Title: Career Consultant

Nature of Position: Part-time, temporary, day/evening; a total of approximately four weeks spread over a two and a half month period

Probable Dates: June 23 to September 5

Application Closing Date: June 18, 1975

Salary: $10 per hour

Duties:

Responsible for conducting a career development class sponsored by Metropolitan Adult Education Program. The class is for adults in a neighborhood in East San Jose which has 50% Spanish surname. Duties will include:

1. Contacting people in the neighborhood about the program
2. Conducting initial interviews
3. Teaching group sessions on career planning
4. Administering and interpreting interest tests
5. Individual career counseling
6. Making referrals to other agencies
7. Maintaining records of activities

Recommended Qualifications:

1. Bilingual in Spanish
2. Education and/or experience in career counseling
3. Being familiar with resources in San Jose
4. Willingness to implement the program as planned

There was general agreement among the task force members and project staff on whom to select. One was a man of Mexican American background who spoke Spanish fluently. He had an M.A. in Education and taught high school social studies. He also had experience counseling young adults in several settings and was familiar with local resources. The other teacher had an M.A. in counseling and had been teaching career planning classes for adults during the previous year. She did not speak Spanish, although she had experience dealing with people of diverse cultural backgrounds.

Program Planning

The coordinator met with the counselor/instructors to explain topics such as the purpose of the project, the survey results, the Huntsville program, recruiting participants, and area resources. Meetings were held at least every two weeks during the program to discuss progress, problems and plans.

The counselors planned the class by combining elements of the three programs selected by the task force with their own knowledge and experience. The class used in conjunction with the adult education program at Huntsville, Alabama was used as the basis of the content for the Meadowfair class. The Huntsville program focused on career decision making and included exploring interests, learning about career options, making decisions, and implementing plans. There was not a detailed description of the Huntsville curriculum and it was flexible and varied in length and activities depending upon the group. The counselors also reviewed the materials used by the career education center of the Rancho Santiago Community College

District in Santa Ana, California. This program gives consideration to the special concerns of Mexican Americans and the materials are available in Spanish. A third source the counselors drew on was an adult education career curriculum guide developed in Lafayette, Louisiana. This guide contained 31 detailed learning units with performance objectives, activities, teacher preparation, vocabulary, materials, resources, and evaluation. Thus the counselors took the basic content of the Huntsville program, adapted it in view of the needs of the people living in the Meadowfair area, and outlined class objectives and activities based on the format of the Lafayette curriculum guide.

A major purpose of the class was to provide participants with information on vocational, educational, and social resources in the area. The Director of Job Development and Placement for MAEP briefed the counselors on local resources and provided them with a notebook of local resources. The notebook contained one page descriptions of almost 100 agencies using the format in the sample shown on the following page. The descriptions were divided into these categories:

Alcohol
Drug
Education
Mental Health
Rehabilitation
Service
Vocational and Employment
Miscellaneous

TYPE OF ORGANIZATION VOCATIONAL

Name Dept. of Rehabilitation

Address 935 Ruff Dr., San Jose, Calif.

Telephone No. 277-1366 Hours 8 a.m. - 4:30 p.m.

REQUIREMENTS: Serves Santa Clara County.

PURPOSE: Provide vocational services to eligible disabled persons.

FUNDING: Federal/State grant-in-aid.

COST TO CLIENT: Usually free.

CONDITIONS: No intake in jail.

PROCEDURE: Refer to State Dept. of Rehabilitation

WAIT: Generally from 2-6 months.

STAFF: 7 supervisory and administrative personnel;
34 caseworkers, vocational psychologists, and consultants.
Counselors have Master's degree in vocational rehab.
or related behavioral science. Some speak Spanish.

General Description: Employment counseling, job training, and placement.

Treatment Procedures: 1) Intake evaluation; 2) Review results of medical and psychological exams and other documents; 3) Vocational planning; 4) Training, treatment, physical restoration, etc.; 5) Placement assistance, placement follow-up and case closure.

Additional Comments: Legal requirements must be met for eligibility. Transportation abailable.

The counselors updated and expanded certain sections, particularly "Education" and "Vocational and Employment". They also gathered other resources such as local college catalogs and a directory of social services so they would be equipped to make referrals for class members.

The counselors also considered some of the barriers to attending a class such as child care and transportation. They decided to reimburse participants for the cost of a babysitter during the class if this is a problem. Having the class at a local elementary school minimized transportation problems so no assistance was offered in this area. They also decided to provide coffee and cookies to help create a comfortable, informal atmosphere in the class. The class itself was offered at no charge.

Recruitment of Participants

The instructors recruited participants for the class. The plan was to have two classes with about 20 people in each class. First one class would run for five weeks while the second group would have no class and serve as a control. After the completion of the first group the second group would take the class. The needs assessment had shown that most of the people interviewed had some career related needs and the task force recommended that these people be contacted and told about the class. They anticipated that out of the sample of 184 enough might be interested to fill both classes. If not, the class would be opened to other members of the community.

A contact was made with all the people interviewed in the needs assessment. First they sent a one page letter briefly describing the class along with a one page summary of the needs

assessment results. These were sent in both Spanish and English. Then the counselors visited each person in the survey to explain the class individually and to discuss how the class would benefit them. If the person wasn't home they left a letter with a telephone number where they could be reached and made two return visits at different times of the day in an attempt to talk to the people.

Following is the outcome of the door-to-door contact:

28 Interested in the class

32 Not Interested in the class
- 19 Going to school and/or working
- 18 No reason given
- 5 Not enough time
- 3 Inconvenient time
- 2 About to retire
- 2 Sick or pregnant
- 1 Child care a problem

26 Moved or in the process of moving

65 Not home (some on vacation)

15 Could not locate address or person in the survey

The counselors then opened up the class to other residents of the community. They distributed 300 copies of a class announcement. About 200 were sent home with students in summer school. Other copies were posted at the community center and left at nine local businesses. There was no response to this publicity.

Although enrollment was low, project staff and the counselors decided to offer the classes and have about 14 in each group. But the dropout rate was higher than anticipated. Despite reminders from the counselors only five people participated in the first group and only three of them completed the entire class. Four participated in the second class.

Class Activities

The class focused on identifying interests and skills, gathering information on career alternatives, and developing decision making and goal setting abilities. The objectives for the class and a description of the class activities are included in Section III, Chapter 5, the Materials Kit. The first class involved an individual interview, five evening classes, and four optional classes for more in-depth work on selected topics. The second class also involved an individual interview, but due to the small size of the group only four evening classes were offered. With the small class size each participant received individualized attention from the instructors.

Estimate of Staff Time

Below are estimates of the staff time and other expenses of implementing the ethnic model. Since this was a research project, the staff was involved in some research related activities which makes the time spent higher than would be generally required for normal and on-going operations.

Staff Person	Time Spent	Duties
Coordinator	20 hours	Planning
	60 hours	Advertise for and interview staff
	40 hours	Arrange location
	40 hours	Obtain materials
	40 hours	Train counselors

(Total of 200 hours, or five weeks over a three month period.)

Counselors (Two)	40 hours @	Planning
	170 hours @	Door-to-door recruiting
	45 hours @	Group 1
	35 hours @	Group 2

(Total of 290 hours each over a four month period; worked full time during door-to-door recuritment and quarter time during other three months.)

A total of between $500 and $700 should be allocated for two classes for supplies, child care, transportation, materials, facilities, and equipment.

EVALUATION OF PROGRAM MODEL #1

Introduction

The purpose of evaluation for this project was to provide timely information so that decision makers could make critical decisions regarding the impact of the intervention program which was field tested through the Metropolitan Adult Education Program. The individuals who will make decisions based on the evaluation information are the project director and staff assisted by the task force, and the USOE project monitor. According to the proposal, the following questions are to be answered:

1. Is significant growth experienced by those persons who receive the intervention program?
2. Is that amount of growth significantly greater than that made over the same time period by a similar group of persons who do not receive the program?
3. Is the program implemented as intended?
4. How do participants react to (feel about) the program?

In order to provide answers for each of the above questions, the American Institutes for Research which was responsible for conducting the evaluation of the program did the following:

- Administered pre-program and post-program measures to all persons volunteering for and participating in the program. Instruments and evaluation procedures assessed knowledge, attitudes, skills, plans, etc. that are specified in the behavioral objectives on which the program was designed.
- Employed a quasi-experimental design using one experimental and one control group. Instruments and procedures used to collect information to answer question #1 were administered to both groups.

- Using a predetermined checklist summarizing all the steps and milestones by which each program would be implemented, monitored the activities of the project staff who implemented the program.
- Administered reaction surveys to collect participant opinions and attitudes after each program was implemented. Information requested included evidence of unexpected, or side, effects of each program.

Objectives, Instruments, and Evaluation Design

The major goals and objectives for the Huntsville, Alabama, program as modified and implemented in San Jose, are presented below.

Major Goals

1. To learn techniques for finding out about one's interests, aptitudes, and values.
2. To develop skills in gathering information on career alternatives.
3. To develop skills in making career decisions and to formulate and implement their plans.
4. To develop more positive attitudes toward career planning, work and career future as presented and discussed in the program.

Objectives for Participants

For each of the above goals, each participant was expected to be able to:

GOAL	
1	1. List three methods s/he can use to identify personal interests, aptitudes, and desired characteristics of a job.
2	2. Given a question relating to careers, s/he will state a source of information for answering the question, including who, what and/or where.
2	3. Identify non-sexually or -ethnically stereotyped jobs for him/herself and/or others.
3	4. Name three jobs s/he would like to do that match her/his interest and abilities. Participant should be able to state her/his rationale.
3	5. Develop a plan to gather information on a specific job. The plan will include three or more sources and will include who, what, and/or where for each source.

3 6. List and explain personal supports and barriers for pursuing a selected career goal (which may include health, financial, or other problems).

3 7. Carry out the actions for one alternative or be able to return to an earlier stage of the career decision-making process. Document or describe the action s/he took.

Although no specific objectives were developed for goal #4, data were collected on changes in the participants' attitudes toward career planning and their career future as stipulated in goal #4.

In order to answer question #1 for program model #1, AIR developed an initial and final questionnaire which was administered on a pre-post basis to program participants (Samples of all the evaluation instruments are contained in the materials kits for the program models presented in Section III, Chapter 5 and Section IV, Chapter 5 in this final report). The items in these questionnaires were designed to tap the specific program objectives.

The initial and final questionnaires were administered individually. The counselor/instructor read the questions while the participant followed in her/his own copy. Participants either wrote their answers or verbalized them to the counselor/instructor.

In order to provide similar information related to question #2, it was necessary to have a control group. However, for a community service program such as this, it is very difficult to refuse service to a willing group and ask them to take the pre- and post-measures only. In order to avoid doing this, it was decided that two sessions of the class should be offered. On a random basis participants were assigned to either the first session which began immediately, or the second session which began in approximately six weeks. Individuals assigned to the second session were asked to take the pre- and post-test measures along with participants in the first session. The experimental design can be depicted as follows:

Table A: Evaluation Design

	Late July	Early August	Early September	Mid September	Late September	Late October
Group I	Pretest	Session 1	Posttest I		Followup	
Group II	Pretest		Posttest I	Session 2	Posttest II	Followup

Group II participants served as a control for Group I participants by taking the pretest and posttest I.

Question #3 was answered by using a Process Evaluation Checklist. The checklist listed all the steps necessary to carry out the implementation of the program. As each step was completed, the class leaders marked it off and offered comments if any special circumstances occurred. Question #4 was answered by administering a reaction form to participants following their participation in the program.

Two additional strategies were planned for the evaluation of the program. The first was a follow-up of participants one month after their completion of the program. This provided information on whether participants were able to carry through on the plans and skills they made and acquired during the session. Secondly, short knowledge tests which measured what participants learned in each of the class sessions were developed. This information was designed to be useful in analyzing differences in the changes made by program participants.

A Problem

A serious problem which affected the evaluation plan and data developed during the implementation of the program model. There was a very low participant response to the program. Not only were the counselor/instructors unable to recruit a large number of individuals, but many of those recruited failed to participate in the class. All individuals who indicated they would participate in the class received a reminder phone call on the day of the first class, but

many still did not appear. Because of this situation, part of this evaluation report will be devoted to an analysis of the reasons for attrition. Those individuals who originally indicated a willingness to participate but who failed to do so were contacted in order to determine their reasons for not taking the class. Only three individuals attended session 1 and four attended session 2.

An analysis of information from the community needs assessment revealed that the persons who participated in the sessions shared characteristics consistent with the average of all the individuals surveyed. That is, they had resided in the neighborhood from two to five years; were married with families; had a $500 to $1000 monthly income; had a similar education; had worked before; and were 20-30 years old. The top priority needs of the program participants paralleled the top priority needs for all respondents. Therefore it seems that the individuals who did participate were representative of the randomly chosen sample of neighborhood people whose needs were assessed. A possible explanation for the low participant response, based on an analysis of the data obtained in the follow-up of non-participants, will be presented in the following section on Results.

Results

The results will be presented in four sections: (1) Data on the implementation of the two sessions which relate to the previously stated question #3; (2) Data related to the program objectives, growth experienced by program participants, and experimental-control comparisons which relate to questions #1 and #2; (3) Data on the participants' reactions to the program which relate to question #4; and (4) Data from the non-participants.

Implementation Data

The primary method used to monitor the implementation of the program was

the Process Evaluation Checklist. This checklist contained the major tasks which should have been completed during each of the two sessions of the program. By checking them off as they occurred in each session, implementation of the two sessions could be compared.

One significant difference occurred in the implementation of the two sessions. Session II was to have been conducted in September 1, 8, 15, 22, and 29. However, September 1 was Labor Day and because other time commitments on the part of the program staff made substituting dates impossible, session II was shortened to 4 sessions. During the first session implementation, meeting 3 was judged to be the weakest in keeping the participants' attention. Thus, for session II, information previously covered in meeting 3 was combined with meeting 4 so that the same material would be covered in both session I and II.

One of the items listed for each weekly meeting on the Process Evaluation Checklist was "Content treated as planned." To monitor this, short, simple knowledge tests were developed which were administered to participants at the conclusion of each weekly meeting. These tests asked participants to respond to questions on the planned content of each weekly meeting. Session II participants' knowledge scores were slightly lower than session I participants', but the difference was not signficant. The range of scores for session II was 67% to 100% correct, while for session I the range was from 83% to 100% correct. On the basis of these data it might be predicted that the growth in knowledge experienced by session II participants would be slightly less than the growth experienced by session I participants.

Data Related to Program Objectives, Growth Experienced by Participants, and Experimental-Control Comparisons

Because the number of program participants was so small (session I = 3; session II = 4; with pre-post control data in only two individuals), sophisticated data analysis was not possible. Only simple observations of trends in the data can be reported. Therefore, this section will not be as detailed as

had originally been planned.

Objective #1: The participant will be able to list three methods s/he can use to identify personal interests, aptitudes, and desired characteristics of a job.

Session I participants were able to meet the objective on the pretest and maintained their performance on posttest I. Content analysis of their responses indicated that their responses became more specific. For example, on the pretest one participant said, "I could read books on jobs." On the posttest the response was, "I could read the occupational outlook handbook." Similarly, a different participant said on the pretest she could "get schooling" while on the posttest she said she would "Call up the local college." The session II participants who served as controls for session I also met the minimal requirements of the objective on the pretest, but did not display the pretest-posttest shift toward specificity on posttest I. After they participated in the second session, all participants were able to meet the objective on posttest II.

In summary, Objective #1 was met by all program participants and there is evidence to suggest that participants moved toward more specificity in contrast to the participants who first served as controls.

Objective #2: Given a question relating to careers, the participant will be able to state a source of information for answering the question, including who, what, and/or where.

On the pretest, the three participants in session I were able to name a source, its general location, a person to talk to, and a question to ask. These three participants also met the objective after completing the session, but again their responses were more specific: they gave the name of a person to talk to, and asked questions about specific jobs rather than asking if there are any jobs. The two individuals for whom control data are available were not able to meet the objective on either the pretest or posttest I; however, after participating in the program they were both able to meet the objective. Therefore, objective #2

was met by all program participants, and it appears that the growth experienced by program participants was greater than that experienced by session II participants when they first served as controls.

Objective #3: The participant will be able to identify non-sexually or -ethnically stereotyped jobs for her/himself and/or others.

One hundred percent of the items were answered correctly on the pretest, posttest I, and posttest II. Therefore, this objective was met, but does not indicate that any growth occurred in program participants.

Objective #4: The participant will be able to name three jobs s/he would like to do that match her/his interest and abilities. The participant should be able to state her/his rationale.

Group I participants met the objective on both the pretest and posttest I. However, once again their answers became more specific on the posttest I. For example, one participant changed from saying she wanted to work "In medicine" because "I would like helping people," to "Office work" because "I have had training in it and like phone work." The data from the two individuals who served as Controls for Group I participants showed one individual recording exactly the same responses for two jobs in the pretest and posttest I, and the second individual naming three potential occupations on the pretest and only two on posttest I. On posttest II one individual still identified only two jobs, but her rationale became slightly more complete. She changed from saying she wanted to be a bookkeeper because she liked "working with numbers" to she liked "working alone and with numbers." The second individual increased her score by naming three job possibilities on posttest II. Data are available for only one other individual in Group II who took posttests I and II. This individual met the objective both times, but after the class could give better rationales for her selections. For example, from saying "Computer programming because of interesting projects" she changed to saying "Computer programming because I'm good at working with data and machines." Similarly, she changed from stating "School assistant because I enjoy working with young people,"

to stating "Nursery school teacher because I'm patient and very interested in children."

Thus, it appears that the growth which occurs as a result of the program is subtle but in the desired direction and that Objective #4 was met.

Objective #5: The participant will be able to develop a plan to gather information on a specific job. The plan will include three or more sources and will include who, what, and/or where for each source.

On the pretest, two of the three individuals in Group I were able to select a specific job and name three sources they would go to for more information. The third person in Group I could not name any sources of information on the pretest. The two Controls could also name no sources of information. On posttest I the two Controls still could name no sources of information, while two of the Group I participants met the objective and could name three sources, and the third participant increased from naming zero to two sources. Again, for those participants who met the objective on the pretest, their posttest I responses were more specific.

Differences between posttest I and posttest II scores for Group II participants were mixed. Data are available on three individuals. None was able to meet the objective. While one individual moved from naming no sources on posttest I to two on posttest II, another named no sources either time, and the third dropped to one source from three.

This objective was met by two of the three Group I participants, and the third participant showed much growth (from zero to two sources). Their scores were markedly better than the participants who first served as controls. These individuals could name no sources of information on either test. However, for Session II, the objective was not met.

Objective #6: The participant will be able to list and explain personal supports and barriers for pursuing a selected career goal (which may include health, financial, or other problems).

The item which tapped this objective asked participants to list and explain two possible supports and two barriers. On the pretest two of the Group I

participants could name two of each; one could list only one barrier. On posttest I all Group I participants could list two supports and two barriers. The answers were very much the same on the pretest and posttest I.

Of the two individuals in Group II who served as controls for Group I participants, one's score increased from the pretest to posttest I, the other's decreased. After the program, both were able to meet the objective. For the other two members of Group II, neither was able to meet the objective, but the one for whom posttest I and II data are available showed a great increase.

This objective was achieved in Session I, but had mixed results in Session II.

Objective #7: The participant will be able to carry out the actions for one alternative or be able to return to an earlier stage of the career decision-making process, and document or describe the action s/he took.

The objective was measured by asking the individuals on the posttest what plans they intended to carry out to get them closer to their career goals and then following them up one month after the completion of the class to see if they were able to carry through with their plans, at least to that point in time. All three of the Group I participants were able to carry through on their plans: two of them made arrangements to take the GED test one of whom enrolled in class to prepare for the GED as well as making several job applications in her field. The third individual enrolled in a class at the local community college and found out about child care available through the college.

Two of the four Group II participants were able to follow through with their plans. These two individuals were both taking night classes related to their career goals. Of the two who did not follow through, one said, "I think I'm okay for now" and the other, "My plans are to go back to school but my son isn't old enough yet. I plan to check out the schools in the area and I'll go back someday."

In summary, five of the seven participants were able to meet the objective.

They began moving in positive directions and the class seems to have been instrumental in this process.

At the conclusion of the class, participants were also asked to list the specific skills and information they acquired during the class. Six of the seven participants responded to the item. Each listed at least two skills or types of information. They listed the following:

How to find information about jobs (5 people)

Decision-making (goal-setting) skills (4 people)

Information on personal interests and abilities (4 people)

Job hunting and finding techniques (2 people)

Resume writing (1 person)

Data on the Participants' Reactions to the Program

The data presented here relate to program goal #4 which was: "to develop more positive attitudes toward career planning, work, and their career future as presented and discussed in the program." During the community needs assessment, individuals were asked what the word career meant to them. This question was repeated at the end of the class. Five of the seven participants had been surveyed in the community needs assessment, and their answers before and after the class can be compared. One of these five individuals was unable to provide a definition during the needs assessment and therefore a comparision is not possible. The changes in the other four participants' definitions of career are quite subtle and difficult to analyze. However, three of the four individuals changed from using the pronoun "you" in the first definition to using the pronoun "I" after the class. The specific definitions of these three individuals are listed below:

Before the Class	After the Class
"What you like to do for a living."	"Something I'd do to earn money for a living and enjoy doing it for a long time."

Before the Class	After the Class
"Having an occupation or trade you can continue to do in different places."	"It means having a job I can depend on in case of emergency and to do something I'd always want to do besides being a wife and mother."
"Something you enjoy and make a living at."	"Doing something in the line of a vocation which I enjoy and make good money doing it."

It seems that the class involved the participants personally with the concept of career, and that it thus became a more meaningful term for them. Another observation which can be made about the definitions given after the class is that every definition incorporated the idea that a career was satisfying, enjoyable, or of personal interest. Two of the earlier definitions incorporated this idea but it is clear that the concept of career which was presented in the workshop was very positive, and that participants completed the class with this positive image.

All seven of the participants indicated that after taking the class they were more confident of their abilities to get information about jobs and of their ability to make decisions about their careers.

Participants felt the most enjoyable parts of the class were the open discussions (5 people), learning decision-making skills (1 person), and the "fantasy" exercise (1 person). The most helpful parts of the class were listed as: "Asking questions and getting them answered," "The part on decision making," "Deciding on what I wanted to do and what I do best," "Discussing ideas," "Information sheets," and "Job hints." One person did not list any helpful aspects.

The least enjoyable parts of the class were "test taking" (2 people), and "not enough job seeking strategies" (1 person). One individual said the least enjoyable part of the class was that it wasn't long enough. "Doing the fantasy exercise"(1 person) was the only least helpful part of the class listed. In terms of what could have been improved about the class, three people said it needed to be longer. Two people felt there should have been more specific information about how and where to look for a job.

All of the participants said they would recommend the class to their friends who were interested in career information. While participants did provide some suggestions for ways to modify and improve the program, their overall reactions to it were very positive.

Data from the Non-Participants

The data which were presented in the preceding sections reveal that for those individuals who participated, the program was effective in helping them reach the program's objectives and grow in positive ways. However, because so few community residents took part in it, it is difficult to call the program a success. Since the program was based on a comprehensive community needs assessment, it does not seem that the program was of no interest to the community. In fact, nearly 40 individuals signed up to take the class. It seems that something in the presentation or structure of the program prevented more individuals from attending. In order to determine what some of these inhibitors might be, a follow-up phone survey was conducted of all individuals who originally signed up for the class but who failed to attend.

A copy of the survey form which was used is presented as Table B on the following pages. The form sought information on the potential barriers and on possible incentives which might have increased attendance. Additionally, data were obtained on the extent to which the non-participants had ever participated in community activities.

Data from only 20 non-participants could be obtained, although repeated attempts were made to contact all of them. Many of the non-participants who could not be contacted had moved. Mobility in the neighborhood in general was very high and this obviously contributed to the low response rate. Not all of the 20 individuals, for whom data are available, responded to every question. Data on the factors which might have contributed to an individual decision not to attend are as follows:

Table B: Survey of Non-Participants

Meadowfair Resident's Name: _____

Phoner's Name: _____

Date(s) of Call(s): _____

1. Introduce yourself to the resident.

2. Say: "This past summer you indicated an interest in taking a Career Planning course although you eventually decided not to take it. We're trying to improve our methods so that we can be more effective in offering similar classes to the one that was offered in Meadowfair. Could you please help us by telling us why you decided not to take the class?"

   Record response:

3. Did any of the following contribute to your decision not to attend:

   a. The time of year during which the class was offered. yes no

   b. The time of day the class was held. yes no

   c. The class was too short. yes no

   d. The class was too long. yes no

   e. Transportation was a problem. yes no

   f. Child care was a problem. yes no

   g. You were concerned about your ability to speak English. yes no

   h. Did it conflict with your work schedule? yes no

   i. The subject of the class was not something you needed right then. yes no

4. Is there something we could have offered that would have made you decide to take the class?

   Record response:

5. As an adult, have you ever attended an evening or daytime class or workshop?

yes no

If yes:

a. What kind of class/workshop was it (what was it about)?

b. When was it (time of year, time of day)?

c. How often did it meet and for how long each time?

d. How long was the total class/workshop?

e. Where did it meet (how far away from your home)?

f. How did you get there?

g. What was it about that class that made you decide to take it?

6. Have you ever been a member of a community group? yes no

If yes:

a. What kind of group was it?

b. When did it meet (time of year, time of day)?

c. How often did it meet and for how long each time?

d. How long were you a member?

e. Where did it meet (how far away from your home)?

f. How did you get there?

g. What was it about this group that made you decide to join it?

7. Ask the person if there are any other comments s/he would like to give you. (Record them on the back of this page.) Then, end the interview by thanking the person very much.

Table C: Responses of Non-Participants

	YES	NO
The time of year during which the class was offered.	10	10
The time of day the class was held.	11	8
The class was too short.	0	12
The class was too long.	2	12
Transportation was a problem.	6	13
Child care was a problem.	9	11
Concern over ability to speak English.	3	16
Conflict with work schedule.	6	13
Subject of the class was inappropriate.	5	12

The three highest scoring factors were the time of day the class was offered, the time of year it was offered, and child care. In introducing the class, potential participants were told that child care and transportation would be provided and this should not have been an influencing factor. The needs assessment data indicated that the summer was a good time of the year for three-fourths of the respondents and that the most preferable time for meeting would be the evening; therefore, it is difficult to understand why these ranked so high as a contributing factor. The length of the class and concern over ability to speak English were the least important factors.

In terms of incentives which could have been offered, 12 people said they would have come if the program could have guaranteed them a job at the conclusion of the program. This is out of the control of most Career Guidance programs but something which individuals working in the field of career guidance must consider. If individuals are helped to make career decisions and establish career goals and are then confronted with

very few openings in the job market, they are in some ways less well off than when they started. One possible solution is to assure them that they will be exposed to jobs which appear to be in demand.

Perhaps the most significant finding from the follow-up of non-participants was that only three of them had ever been a member of a community group, and only seven had ever attended an evening or daytime class or workshop. This perhaps indicates that leaving the home to attend a class or meeting at a community location is somewhat unusual for these people.

Summary

The program as implemented by the Metropolitan Adult Education Program of San Jose, California, was quite successful for those individuals who participated. However, an overriding consideration is that so few people did participate in the program. While there seems to be value in the program content, future applications of this approach must consider changing the format or presentation in order to meet the needs of a community such as Meadowfair. The subject of the course was important to them as ascertained in the needs assessment, but something prevented them from participating. This program model emanated from Huntsville, Alabama, where it was offered through an adult education program. People enrolled in the program were also enrolled in adult education classes. Thus the Huntsville participants had already taken the step of participating in some type of instructional activity. This was not the case in the San Jose community and perhaps explains the low participation. It seems that the success of the program really hinges on its ability to motivate attendance. Therefore the manner of approaching the participants in a community where participation

in activities outside the home is low and the conditions under which the program is offered must receive very careful attention by program planners.

MATERIALS KIT

Ethnic Model: Career Exploration Class

The Career Exploration Class focuses on how experiences and interests can contribute to a realistic career goal. It develops skills in using resources, goal setting, and decision making. Activities from various sources have been brought together and adapted to form this career exploration unit. Exercises are emphasized which involve the participants and enable them to consider different aspects of themselves, such as fantasy and value clarification. Included are:

- -The goals and objectives of the class;
- -An outline of five class sessions and four supplementary sessions;
- -The evaluation instruments used as pre-and post-tests for the class;
- -Questionnaires administered at the end of each class session.

Program Goals and Objectives

Goal 1. To learn techniques for finding out about one's interests, aptitudes, and values.

Obj. 1a. The participant will be able to list three methods s/he can use to identify personal interests, aptitudes, and desired characteristics of a job.

Goal 2. To develop skills in gathering information on career alternatives.

Obj. 2a. Given question relating to careers, s/he will state a source of information for answering the question, including who, what, and/or where.

Obj. 2b. The participant will be able to identify non-sexually or -ethnically stereotyped jobs for him/herself and/or others.

Goal 3. To develop skills in making career decisions and to formulate and implement their plans.

The participant will be able to:

Obj. 3a. Name three jobs s/he would like to do that match her/his interest and abilities. Participant should be able to state her/his rationale.

Obj. 3b. Develop a plan to gather information on a specific job. The plan will include three or more sources and will include who, what, and/or where for each source.

Obj. 3c. List and explain personal supports and barriers for pursuing a selected career goal (which may include health, financial, or other problems).

Obj. 3d. Carry out the actions for one alternative or be able to return to an earlier stage of the career decision making process. Document or describe the action s/she took.

Goal 4. To develop more positive attitudes toward career planning, work, and their career future as presented and discussed in the program.

Materials

Required: Occupational Outlook Handbook
Superintendnet of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Recommended: Holland's Self Directed Search
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Kuder General Interest Survey
Science Research Associates, Inc.
7200 South Leamington
Chicago, Illinios 60638

Information on local educational, vocational, and social resources

Other resources information on various occupations

Initial Interview

The counselors/instructors meet individually with participants for appoximately one hour before the first class session. The counselors talk with the participants about their career interests and experiences. They also explain what the class will include and administer the pretest. These interviews enable the counselors to learn about the background, expectations, and needs of each individual. The interviews also facilitate establishing a supportive relationship between counselor and participant.

Class Session I

The first class introduces several key concepts which are expanded on in later classes. Participants learn about goal setting and set a specific goal for themselves to accomplish in the next week. Two exercises are done to help them identify aspects of work that they like and do not like. Also introduced are some basic career information resources, including the Occupational Outlook Handbook.

Obj.	Time Estimate	Activity
	5 min.	1. Class Overview The instructor gives a brief overview of the class and what will be included.
	15 min.	2. Get Acquainted Mixer Each person is given a 3x5 inch card and is asked to write their name on the card and one sentence on what they want to get out of the course. The members of the class then pin the cards on and stand up and walk around and read what the others have written.
3b	20 min.	3. Goal Setting Instructor discusses the process of goal setting and gives examples of goals which meet the following criteria: a. Achievable in the time period b. Believable c. Specific enough to be measurable d. Something you want to do e. Presented without an alternative f. Non-injurious to you and others Explains that participants will set goals for themselves each week.
1a	30 min.	4. Examining Present or Last Job Participants list their current or previous job and write down the first eight words they think of that represent what that job was to them. After completing the list, they put a positive sign (+) or negative sign (-) next to each word to indicate whether that was an aspect of the job they liked or did not like. Individuals in the group then share what responses they made and how it might relate to a future job.
1a 3a	1 hr.	5. Value Clarification of Past Exeriences Participants list accomplishments they had in grade school, high school, since high school, and during the past week. They list activities and experiences they consider to

be accomplishments. Then they consider what they did, why they did it, under what conditions they did it, and how this relates to a future job choice.

2a 20 min. 6. Introduce Resources

The instructor shows the class a copy of the Occupational Outlook Handbook, explains the organization and the kind of information it contains, and passes the book around for the participants to look at. Other resources of occupational information may be introduced at this time. Participants who are ready to learn about specific occupations can then be familiar with a source of information.

3b 10 min. 7. Set Goals
3d

Each participant sets a goal for themselves to complete by the next class session. The goal must be specific, something they want to do, and meet the other criteria for a goal. This exercise is to help participants set realistic goals for themselves that they can be successful in achieving.

1a 5 min. 8. Assign Homework
3a

For homework participants should list the following:

a. Parts of jobs I liked
b. Hobbies and interests

As an optional assignment they may list:

a. Fantasies of jobs while growing up
b. Fantasies about what I'd like to be
c. Jobs of people you admire

5 min. 9. Announce Optional Workshop

10 min. 10. Post Session Test

Optional Workshop I
Testing

1a 3 hr.
3a

Schedule a time when class members can take a standardized interest test such as the Kuder General Interest Survey or the Holland Self Directed Search. Participants may also want to arrange to take the GATB through the state employment service. A self-scoring test is preferred so class members can take the test, score it, and discuss the results with the counselor.

Class Session II

The second class reinforces the concept of goal setting and introduces the topic of decision making. A fantasy exercise is included to assist participants learn more about what they want in a job. In addition there is a sex role stereotype activity so the class members become more aware of how sex influences our choices.

Obj.	Time Estimate	Activity
1a 3a 3b 3d	30 min.	1. Report on Goals and Homework Class members report on the outcome of the goal they set for themselves for the week. Time is allowed to discuss the lists which were assigned for homework and to relate the responses to specific occupations.
3b 3d	1 hr.	2. Decision Making These four steps in decision making are outlined: a. Dilemma - clear statement of problem b. Action - behavior in response to the problem c. Feedback - response to action d. Generalization - statement of what happened The instructor then discusses common ways of getting stuck in a decision and ways to be successful.
1a 3a 3c	30 min.	3. Perfect Daydream Job The instructor has class members shut their eyes and relax and imagine a perfect work day. The instructor slowly leads the group through the day - waking up in the morning and going through the activities of the day. After the excercies class members have an opportunity to share their experiences.
2b 3c	30 min.	4. Sex Role Stereotype Exercise This excercise makes participants more aware of how sex influences behavior. Participants list five responses to these questions: a. Because I am a (own sex: male or female), I must . . . b. If I were a (opposite sex), I could . . . Participants share and discuss their responses. The instructor then has the class members check the items on their list which are due to any physical difference dependent on sex.
3b 3d	10 min.	5. Set Goals Each class member sets a personal goal for the next week.

Obj.	Time Estimate	Activity
2b 3c	10 min.	6. Assign Homework For homework participants list non-traditional jobs for men and women that they hear about.
	5 min.	7. Announce Optional Workshop
	10 min.	8. Post Session Test

Optional Workshop II
Community Resources

Obj.	Time Estimate	Activity
2a	2 hr.	This session is devoted to a discussion of resources available in the community, including the following: 1. Vocational counseling 2. Vocational information 3. Job listings 4. Educational programs a. Adult education b. Junior college c. Job training programs d. Four year colleges 5. Personal counseling 6. Other resources which may be of interest to the class

Class Session III

The third class session includes two exercises to assist participants in clarifing their own references and skills. In addition there is time within the class session to look up information in career reference materials. Class members again report on their goals and set a goal for the next week.

Obj.	Time Estimate	Activity
2b 3c 3d	40 min.	1. Report on Goals and Homework Class members report on the outcome of the goals they set for themselves. They also discuss non-traditional jobs for men and women they heard about during the week.
1a 3c	30 min.	2. Identifying Personal Supports and Barriers Each person is given 10 blank slips of paper and is instructed to put down a different response on each piece of paper to the question "Who am I?" After listing 10 responses, class members are asked to think about each and consider what they like about each. Then participants rank their responses in order of priority. They share their two most important ones to them with the group and discuss how they relate to a job they select.
2a 3b 3d	1 hr.	3. Using Reference Materials Participants are given about an hour to look up information on specific occupations. Copies of the Occupational Outlook Handbook and other available occupational reference materials should be used.
1a 3a 3c	20 min.	4. Skill Identification in Past Experiences Participants list ten satisfying activities or experiences. Then for each activity they list the skills associated with it. Afterwards they relate these skills to the jobs they are considering.
3b 3d	10 min.	5. Set Goals Each class member sets a personal goal for the next week.
1a 3a 3c	5 min.	6. Assign Homework Participants are asked to extend their list of satisfying experiences and accomplishments.
	5 min.	7. Announce Optional Workshop

Obj.	Time Estimate	Activity
	10 min.	8. Post Session Test

Optional Workshop III
Applications and Resumes

3d	At this session participants are given samples of applications and the instructor discusses how to fill them out. The instructor may assist individuals in completing an application form and comment on the completed application. Samples of resumes are also available and if appropriate class members are asked to prepare their own resumes. The use of the functional resume listing skills is stressed.

Class Session IV

The fourth class session includes three exercises to assist people in being more aware of what things they would like to do in their life. There is another fantasy on the perfect job, an exercise in which people list things they want to accomplish in their life, and an activity in which they write their obituary. Class members then identify five possible careers for themselves and look up information on them in the career reference materials. The homework assignment is to interview someone working in an occupation they are interested in. Thus they are asked to be specific in selecting occupations they are interested in and to narrow their focus.

Obj.	Time Estimate	Activity
1a 3a 3c 3d	30 min.	1. Report on Goals and Homework Class members report on their goals for the previous week and comment on the accomplishments they listed for homework.
1a 3a 3c	30 min.	2. Perfect Daydream Job The class repeats the fantasy exercise done in the second class in which they imagine what a perfect day on the job would be like for them.
1a 3a 3c	40 min.	3. Desired Accomplishments Each person receives two sheets of paper. On one sheet they list ten things they would like to accomplish during the rest of their life. When they are finished they list them in order of priority on the second page. Then the instructor asks the class members to look at their list of priorities and imagine they are 97 years old and looking back over their life and then asks: "How do you feel about having accomplished the things on the list?" (pause) "Now fold away the bottom accomplishment on the list. Now how do you feel?" The instructor has the class members continue to fold away their accomplishments until they are all folded away and then has them open up the entire list and look at it again.
1a 3a 3c	20 min.	4. Obituary Class members write the obituary they would like to have. This exercise helps people to identify what it is in life they would like to accomplish.

2a 3b 3d	20 min.	5. Using Reference Materials Participants are asked to list five possible occupations and then use the reference materials to learn more about these occupations.
3d	10 min.	6. Set Goals Class members set a goal for themselves to achieve during the next week.
2a 3b	5 min.	7. Assign Homework Students are given the assignment of interviewing a person actually working in a job they are interested in. Techniques for doing field studies and contacting people are explained.
	5 min.	8. Announce Optional Workshop
	10 min.	9. Post Session Test

Optional Workshop IV
Interviewing Techniques

3b Techniques of effective interviewing are discussed, such as preparing for an interview, dealing with nervousness, presenting oneself, and responding to questions. Class members have an opportunity to role play job interviews and to get feedback.

Class Session V

The last class focuses on decision making. Participants review decisions they have made in the past and become aware of their own patterns in making decision. The class also does a final daydream of a perfect day. The class ends with a review of the steps to take in finding a job and time for final questions.

Obj.	Time Estimate	Activity
2a 3b 3d	30 min.	1. Report on Goals and Homework Class members report on their goals for the week and on their homework assignment to interview someone in a job they are interested in.
3c	1 hr.	2. Decisions You Have Made Participants are asked to think over their life and list 10 decisions they made which made a difference in their life. The decisions may have been ones that were made for them or not what other people would see as decisions. For each decision participants indicate whether it was: a. Done alone or in a group b. Made after doing research c. Made after getting opinions d. Analytically e. Intuitively f. Made precisely or allowed to make itself g. Make over a long or short period of time
1a 3a 3c	30 min.	3. Perfect Daydream Job The class does a final daydream exercise on on the perfect job.
3b 3d	20 min.	4. Steps in Finding A Job Instructor leads a discussion in developing a list of steps to take in finding a job. The list includes steps such as: a. Decide what kind of job you want b. Get training if needed c. Prepare resume d. Sharpen interview skills e. Investigate job opportunities
	20 min.	5. Wrap Up Instructor summarizes class and allows time for questions.
	20 min.	6. Post Test

Following are the instruments used to evaluate the ethnic model:

Process Evaluation of Model #1
Initial Questionnaire
Final Questionnaire
Weekly Tests
Phone Follow up

PROCESS EVALUATION OF MODEL #1

Implementation Step	Session #1 and Session #2
1. Establish program goals and objectives.	
2. Make initial plans for program content to meet objectives, based on Huntsville material.	
3. Adapt program content to meet needs in San Jose.	
4. Finalize program content.	
5. Discuss and confirm above with total project staff.	
6. Make arrangements for outside workshops:	
a. order tests	
b. plan tests workshop	
c. become familiar with community resources	
d. plan resources workshop	
e. plan interviewing skills workshop	
f. plan resume-writing, application form workshop	
7. Set up schedules for:	
a. recruiting	
b. pretesting	
c. classes	
8. Arrange for facilities	
9. Mail explanatory letter to all potential participants from needs assessment.	
10. Obtain relevant needs assessment information on potential participants.	
11. Establish personal contact procedures	
12. Contact potential participants, randomly assign to sessions, and make appointments for pretests.	
13. Recruit additional participants if necessary.	
14. Discuss and confirm above with total staff.	
15. Administer pretests.	

	Session #1	Session #2
16. Conduct intake interviews (re-contact by phone before each interview).		
17. Arrange for babysitting during classes.		
18. Arrange for refreshments at classes.		
19. Get reference materials from libraries.		
20. Discuss and confirm above with total staff.		
21. Phone participants on day of first class to remind them when class will start.		
22. Class #1 held:		
a. handouts printed		
b. content treated as planned		
c. post questions administered		
23. Testing workshop held.		
24. Class #2 held:		
a. handouts printed		
b. content treated as planned		
c. post questions administered		
25. Resourses workshop held.		
26. Class #3 held:		
a. handouts printed		
b. content treated as planned		
c. post questions administered		
27. Interviewing skills workshop held.		
28. Class #4 held:		
a. handouts printed		
b. content treated as planned		
c. post questions administered		
29. Resume and application workshop held.		
30. Class #5 held:		
a. handouts printed		
b. content treated as planned		

	Session #1	Session #2
31. Administer posttest.		
32. Discuss above with total project staff.		
EPD: After Session #2		
33. Plan any needed revisions for Session #2.		
34. Recontact Session #2 participants and confirm class times.		
35. Consider additional recruitment, pretest		
Return to Step #16 for Session #2		

American Institutes for Research
Metropolitan Adult Education Program
San Jose, California

PROJECT CAREERS

INITIAL QUESTIONNAIRE

Name: _____

Address: _____

_____

Phone: _____

Date: _____

Interviewer: _____

1. What are three ways you could learn more about your job and career interests and abilities?

   1.

   2.

   3.

2. If you wanted to find out more about job openings in the San Jose area:

   1. What source would you go to?

   2. Where is this source located?

   3. Whom would you talk to?

   4. What question or questions would you ask?

3. In the next three questions, I will give you a description of a person. Following the description are four occupational titles. You are to select the best one for that person. In other words, which one of the occupations do you think the person would be happiest and most successful in?

Mary and her family built a home last summer. She also has a woodshop where she builds bookcases, desks, and even furniture for the house. She won a prize in school for a cabinet she built in her shop class. She hopes to find a job where she can do things like these.

Which of the following occupations would be the best for her?

A. bookkeeper
B. carpenter
C. engraver
D. interior decorator
E. don't know

Sam likes to work with his hands. He makes bracelets and other jewelry, and he makes pottery quite well. He has worked in a parks crafts program, as well as working as a clerk in a jewelry store. He was not very interested in school but is willing to get training for a job.

Which one of the following occupations would be the best for him?

A. dental hygenist
B. florist
C. instrument assembler
D. telephone operator
E. don't know

Miguel stands out as a good dresser. He seems to make a good impression on others and is well liked. He can talk easily and well and has made a lot of money selling magazines, Christmas cards, and benefit tickets. He had top grades in school and has been accepted for college. He is a new member of the Jaycees.

Which one of the following occupations would be the best for him?

A. architect
B. bank teller
C. insurance salesperson
D. school janitor
E. don't know

4. Can you name three jobs you think you have an interest in or an ability to do?

1.

Why?

2.

Why?

3.

Why?

Now pick one of these jobs as your first choice. Which one would you like to pick?

What place or person would you go to for more information about this job?

ASK ONLY IF NAMED PLACE OR PERSON:

a. Where is this source located?

b. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

c. What question or questions would you ask?

d. Can you name another place or person you would go to for more information on that same job?

ASK ONLY IF ANSWERED d. ABOVE:

e. Where is this source located?

f. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

g. What question or questions would you ask?

h. Can you name another place or person you would go to for more information on that same job?

ASK ONLY IF ANSWERED h. ABOVE:

i. Where is this source located?

j. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

k. What question or questions would you ask?

5. Can you name two things which might keep you from getting a job?

a.

Why would this stop you?

b.

Why would this stop you?

Can you name two things which might help you in getting a job?

a.

Why would this help you?

b.

Why would this help you?

American Institutes for Research
Metropolitan Adult Education Program
San Jose, California

PROJECT CAREERS

FINAL QUESTIONNAIRE

Name: _____

Address: _____

_____

Phone: _____

Date: _____

Interviewer: _____

1. What are three ways you could learn more about your job and career interests and abilities?

   1.

   2.

   3.

2. If you wanted to find out more about job openings in the San Jose area:

   1. What source would you go to?

   2. Where is this source located?

   3. Whom would you talk to?

   4. What question or questions would you ask?

3. In the next three questions, I will give you a description of a person. Following the description are four occupational titles. You are to select the best one for that person. In other words, which one of the occupations do you think the person would be happiest and most successful in?

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Which of the following occupations would be the best for her?

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C. engraver
D. interior decorator
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D. telephone operator
E. don't know

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Which one of the following occupations would be the best for him?

A. architect
B. bank teller
C. insurance salesperson
D. school janitor
E. don't know

4. Can you name three jobs you think you have an interest in or an ability to do?

1.

Why?

2.

Why?

3.

Why?

Now pick one of these jobs as your first choice. Which one would you like to pick?

What place or person would you go to for more information about this job?

ASK ONLY IF NAMED PLACE OR PERSON:

a. Where is this source located?

b. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

c. What question or questions would you ask?

d. Can you name another place or person you would go to for more information on that same job?

ASK ONLY IF ANSWERED d. ABOVE:

e. Where is this source located?

f. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

g. What question or questions would you ask?

h. Can you name another place or person you would go to for more information on that same job?

ASK ONLY IF ANSWERED h. ABOVE:

i. Where is this source located?

j. (ASK ONLY IF NAMED A PLACE) Whom would you talk to?

k. What question or questions would you ask?

5. Can you name two things which might keep you from getting a job?

a.

Why would this stop you?

b.

Why would this stop you?

Can you name two things which might help you in getting a job?

a.

Why would this help you?

b.

Why would this help you?

6. What are your career goals now?

7. What actions toward your career goals do you plan to take in the next four weeks?

8. Are there other actions you plan to take <u>after</u> the next four weeks?

____yes ____no

If yes, what are they?

9. If these actions are not successful, what will your next move be? (Remember the career decision making process discussed in the classes.)

10. What does the word CAREER mean to you?

11. Now that you have completed the classes, list the specific skills and information that you have that you didn't have before.

1.

2.

3.

12. After taking these classes, are you more confident of your ability to get information about jobs?

____yes ____no

13. After taking these classes, are you more confident of your ability to make decisions about your career? ____yes ____no

14. What was the <u>most</u> <u>enjoyable</u> part of the classes?

15. What was the <u>least</u> <u>enjoyable</u> part of the classes?

16. What was the <u>most</u> <u>helpful</u> part of the classes?

17. What was the <u>least</u> <u>helpful</u> part of the classes?

18. Did you attend the extra workshops on

a. testing? ____yes ____no

b. resources? ____yes ____no

c. interviewing skills? ____yes ____no

d. resume writing and completing application forms? ____yes ____no

19. If you attended <u>any</u> of these extra workshops, check one of the following:

____They were more valuable than the regular classes.

____They were as valuable as the regular classes.

____They were less valuable than the regular classes.

20. List below any ways you think the classes could have been improved.

1.

2.

3.

21. Did you experience any unexpected reactions (good or bad) to these classes and the activities? ____yes ____no

If so, what were they?

22. Would you recommend these classes to your friends who are interested in career information? ____yes ____no

Class #1

1. What are three characteristics of a workable goal?

2. Why should we set one goal at a time?

3. Name three things you <u>did not</u> like about your last work experience and you <u>would not</u> want in your career.

4. Name three things you <u>did</u> like about your last work experience and you <u>would want</u> in your career?

5. When you look at your past successes, what characteristic or characteristics stand out the most?

6. What is the Occupational Outlook Handbook (OOH)?

1. After doing your homework, what characteristic or characteristics stand out among your interests?

2. After doing your homework, what characteristic or characteristics stand out among the parts of jobs you've liked?

3. List the 4 steps to making a decision.

4. What are 2 ways you get stuck in making a decision?

5. Why are certain jobs thought of as "mens" work and others as "womens" work?

6. What would you have to do to become what you were in your "Perfect Daydream Job?"

Class #3

1. List 3 non-traditional jobs for women.

2. List 3 non-traditional jobs for men.

3. List 3 things that get in your way in making a career decision.

4. List 3 things that help you in making a career decision.

5. What did you learn about your possible career or careers in the reference material tonight?

6. List 3 skills that would help you get a job that you had not thought of before tonight.

1. List 3 of your experiences or accomplishments an employer might be interested in.

2. List the three most important things you want to accomplish in the rest of your life.

3. List 3 of the possible careers you looked up in the reference materials tonight.

4. Pick one of the careers you listed in #3 and list the 2 most important things you learned about it.

5. Describe your favorite daydream job.

Participant's Name _____

Followup made by _____

PHONE FOLLOW UP FOR PROGRAM MODEL # 1

Data from the follow up will be compared with participant responses to items 6 - 9 on the final questionnaire. Copies of the participants' responses to these items are attached. Summarize each participants' responses to her/him on the phone. Then ask:

1. Did you carry out the actions toward your career goal which you planned to take?

_____ YES _____ NO

IF YES:

a. What specifically did you do?

b. Did you do things to reach your goal other than what you planned to do?

c. What will your next step be?

IF NO:

a. What difficulties did you have in carrying out your plans?

b. Do you still expect to carry out your plans?

c. What will your next step be?

SECTION IV

PROGRAM MODEL #2

THE WOMEN'S MODEL

NEEDS ASSESSMENT

The task force decided to direct the second program towards the needs of women. Rather than focus on a specific geographic area, a survey was conducted on the career development needs of women throughout the area served by the Metropolitan Adult Education Program. This covers a large geographic area with a variety of types of neighborhoods and a population of over 700,000. The survey was contracted to Economic and Social Opportunities, Inc., (ESO) the non-profit poverty agency for Santa Clara County, as ESO has had experience conducting similar surveys. A combination of door-to-door and telephone survey was used to interview a sample of 361 women. They were asked questions about their training and employment status and about the type of classes they would like to take. This needs assessment obtained valuable information on women in terms of their background, needs, and interests and provided the basis for selecting a program aimed at the needs of these women.

The area of the survey included five high school districts and results were reported both in terms of the total sample and each high school district to reflect local variations in responses. All five high school districts have similar statistical dimensions. Some summary statistics for the entire survey area are as follows:

34% of the women over 16 are employed

18% of the households are headed by women

11% of the population are widowed, divorced, or separated

23% of the population has a Spanish surname/Spanish language heritage

3% are Black

8% of the households have less than poverty guideline incomes according to 1970 U. S. Bureau of Census figures

Content of Questionnaire

The primary focus of the survey was what are the career development needs of women and what can an educational institution do to assist women in meeting these needs.

The questions prepared for the survey aimed at eliciting the following information:

1. What are the personal characteristics of the women to be served?
2. What career roles do women choose in defining themselves?
3. Are women interested in working outside the home?
4. Are women interested in undertaking additional learning related to careers?
5. What experience have women had with continuing education? Skill development?
6. Do women know what educational opportunities are available to them?
7. What specific types of information/substantive learning do women choose when they consider continuing education?
8. What educational format would attract women back into a formal learning sequence?
9. What kind of help would women need to continue their education?

The questionnaire used in the survey included questions about a variety of subject matter and educational services. A question on receiving MAEP Schedule of Classes was included as an indicator of knowledge about local adult education opportunities. If a woman indicated she had not received or did not remember receiving the MAEP Schedule, it was to be assumed that such information was not included

in her personal planning. "To know" is a first requisite in decision making. Likewise, a question on attendance at any MAEP scheduled classes was used as an indicator of whether women who have information tend to act on that information.

Questions about past skill training and subsequent use of that skill training were asked to assess the level of training of the sample population and the level of follow-through by the interviewee after engaging in training. Have women found specific skill training useful? What was the actual extent of use of specific training?

The interviewee was also asked whether she would like to continue her education. Those who responded positively were then asked to choose their primary area of interest from these four areas: academic, self-improvement, career information, and skill training. Within each area of interest, they were asked to be more specific by choosing from a list of subject areas which kind of learning would be of primary interest. This process was repeated for second, third, and fourth choice, with the option of not making any more choices at any time. The result was a self-ranking of interest by each respondent.

In tabulating responses, the class ranked #1 in the first choice program area was assigned a weight of "9". The class ranked #2 in the first program choice was assigned a weight of "8", and this procedure was followed in ranking every class including the class ranked #3 in the third program choice which was assigned a "1". This weighting system results in a score which reflects both the relative popularity of each class and the frequency with which it was mentioned.

Questions on educational format preference were included with the assumption that persons can describe the educational setting and methods which will attract them. Each person who had indicated an interest in continued learning was asked to describe the format (place, time, group setting, etc.) which would be most acceptable and comfortable for them. The question on support needs was included to identify any barriers to continued education. This question was also only asked of those women who had responded positively to continue learning.

Sample Selection

There were two samples of women. Survey I included 320 randomly selected women who were interviewed in their homes. Survey II was composed of a sample of 41 women selected from women who had called Project Careers in response to an advertisement. Survey II women were interviewed by telephone.

Survey I consisted of 320 households, or .15% of the 214,726 households in the MAEP area. In order to select the sample, demographic data was first obtained for every census tract located within the five school districts which comprise the survey. In those instances where a census tract was located only partially in one of the five cooperating school districts, it was included as part of the demographic data for only one school district. Next, demographic data obtained for each census tract was tabulated to obtain the "demographic profile" for each school district. Categories used to identify four or five census tracts within each school district which most closely corresponded to the district demographic profile were:

total population aged 18-44 years; total population Spanish speaking; total population widowed, divorced, separated; total households with female head; total population of employed females; and total households below poverty. The four or five census tracts in each school district which most closely corresponded with the "district demographic profile" were used as sample areas.

Women to be interviewed within each census tract were selected by means of the random walk method. Surveyors were instructed to interview one woman, 18 years or older, at every tenth house and to make one call back if there was no occupant response. In addition, interviewers were assigned to visit the same census tract at different times of the day (morning, afternoon and evening) and on weekends as well as weekdays.

In Survey II an additional group of women were interviewed by telephone. This group of 41 women were selected from 174 responses to a notice in the MAEP class schedule. These women were chosen by selecting every fourth name and this group was supplemented by later selection to maintain a 25% sample of telephone respondents. Since the telephone sample could not easily be categorized by geographic area, as well as other differences, these 41 interviews are reported separately.

Six surveyors were used for both surveys. They received approximately six hours of training in interviewing techniques. In administering the questionnaire, the surveyors were instructed to record the response of the person being interviewed and not to make a personal judgment on any question.

Needs Assessment Results

Following are the results of Survey I. The results were also reported for each of the five school districts.

Personal Characteristics

Table 1: Age

18-25 Years	26-35 Years	36-45 Years	46-60 Years	60+	Decline to Answer
16%	36%	21%	19%	6%	2%

Table 2: Education

Grade School or Less	9-12 Years	High School Grad	13-16 Years	College Grad	College +	Decline to Answer
5%	16%	30%	33%	9%	6%	--

Table 3: Ethnic/Racial Background

Mexican American	Black	American Indian	Anglo	Asian American	Other
13%	3%	3%	70%	4%	7%

Table 4: Income

0-$6,000	$6 - 15,000	$15,000+	Decline to Answer
13%	41%	35%	12%

Table 5: Marital Status

Single	Married	Separated, Divorced	Widowed	Decline to Answer
9%	74%	9%	5%	3%

Table 6: Head of Household

Female Head	No Female Head	Decline to Answer
17%	78%	5%

Table 7: Children Living At Home

With Children	Without Children	Decline to Answer
70%	28%	2%

Table 8: Children By Age

-2 Years	3-5 Years	6-12 Years	13-15 Years	16-18 Years
31%	30%	52%	28%	25%

Table 9: Knowledge of Foreign Language

Speak Language	Read Language	Write Language
26%	26%	21%

Table 10: Career Status

Home-Maker	Student	Prof.	Manager	Sales	Clerical	Operation	Laborer + Crftsm.	Decline to answer
63%	3%	14%	3%	2%	7%	3%	2%	1%

Table 11: Employment Status

Employed Full	Employed Part	Not Employed, Not Seeking Work	Not Employed, Seeking Work	Other	Decline to Answer
27%	10%	44%	12%	5%	2%

Table 12: Prior Experience with Skill Training

Completed Training	No Training
27%	73%

Table 13: Used Skill Training

Total # Who Completed Training	Have Used	Have Not Used	Other
86	74%	23%	3%

Table 14: Knowledge of Existing Adult Education Opportunities

Received Schedule	Completed Classes
73%	32%

Preferences

Table 15: Employment Preference

All women surveyed were asked: If you had a choice, how much time per week would you like to work?

-0- Hours	1-10 Hours	11-20 Hours	21-39 Hours	40 Hours	40+ Hours	Decline to Answer
15%	12%	26%	18%	22%	3%	3%

Table 16: Desire for Further Education or Training

All women surveyed were asked: "Would you like to continue your education or take special training?"

Yes	No	Don't Know
77%	18%	6%

Table 17: Program Preference

All women surveyed, who indicated "yes" or "don't know" in Table 16 were asked to indicate their first, second, and third choice of program

area. Each woman had a copy of the survey in front of her and could see the types of classes which might be available in each program.

Following are the four types of classes and a few examples of each:

Self-Improvement
- Homemaking skills
- Crafts, hobbies
- Cultural (art, music, literature)

Academic
- Mathematics
- English
- Business

Career Information
- Personal counseling
- Vocational or aptitude testing
- Information about career opportunities

Career Skill Training
- Clerical
- Medical/dental
- Business machines

Percent based on number of women selecting each program as a first choice.

N-265	Self Improvement	Career Skill Training	Career Information	Academic
Sample	57%	23%	7%	12%

All women who selected at least one program were asked the following preference questions:

Table 18: Time of Day Preference

Morning	Afternoon	Evening	Weekend
38%	14%	43%	5%

Table 19: Time in Class Preference

1-2 hrs./wk.	3-4 hrs./wk.	5-8 hrs./wk.	8+ hrs./wk.
26%	55%	13%	4%

Table 20: Method of Instruction Preference

Traditional Classroom	Small Group	TV	Short Workshops
23%	55%	2%	18%

Table 21: Location Preference

Home	Elementary School	High School	Neighborhood Community Ctr.	College	Training School Business
6%	26%	41%	12%	10%	4%

Table 22: Support Needs

Because women were allowed to indicate more than one need, percentages will not equal 100%.

No Need	Child Care	Transportation	Financial Assistance	Counseling
45%	60%	18%	32%	31%

Table 23: Citizenship Class Preference (N=320)

Percent Who Desire Citizenship Classes
3%

The conclusions from this data which seemed most useful in planning are as follows:

1. 21% of all women within the MAEP area have not completed high school.
2. Approximately three out of every four women have not taken or have not completed skill training which could lead to employment.
3. 65% of all women within the Project Careers area identify their primary occupation as homemaker.

4. 44% of all women within the MAEP area are "not employed, not seeking work." 37% are employed full or part-time. 12% are not employed, but are "actively seeking work."
5. Given a preference, only 27% of women have little or no desire to work. The majority of women would prefer to work part-time.
6. 77% of all women within the Project Careers Area wish to continue their education or take special training.
7. Slightly over half of the women wishing to take classes would choose SELF-IMPROVEMENT CLASSES. Approximately, one fourth of the women would choose CAREER SKILL TRAINING. Fewer women would choose ACADEMIC or CAREER INFORMATION programs.
8. 55% of the women wishing to take classes could spend 3-4 hours per week, but 26% could spend only 1-2 hours per week in class.
9. Most women would prefer to learn in a small group.
10. A significant majority of women wish to take classes at the local elementary or high school.
11. Supportive services, such as child-care, transportation, financial assistance and counseling, are needed by one out of every two women who wish to take classes. 60% of the women interviewed indicated need for child care if they were to undertake continued education. 32% would need financial assistance. 30% desired counseling. 18% indicated transportation needs.
12. 26% of all women within the Survey Sample speak a second language: 15% of these women speak Spanish.
13. 3% of all women surveyed desire training for citizenship.
14. Knowledge of the available adult education opportunities varies by school district within the survey area. Where knowledge of MAEP is high, a greater percentage of women take classes.

Following are the general conclusions from Survey II which was composed of women who had contacted MAEP for career assistance in response to a notice in the class schedule. Because they took the iniative in contacting MAEP, they are occasionally referred to as "career motivated" in the following results. The findings of the two samples are compared.

1. Women who contacted PROJECT CAREERS by phone are generally older than Survey I women.
2. 22% of the Survey II women have not completed high school as compared to 21% of the Survey I women. However, 20% of Survey II women had completed college, while only 6% of the Survey I women had college degrees.
3. While 17% of the Survey I women identify themselves as the head of household," 29% of the "career motivated" Sample II women identify as such.
4. 78% of the Sample II women have children, but the children tend to be older. (This fact is supported by the low frequency request for child care.)
5. Approximately one out of every two women who contacted PROJECT CAREERS by phone considers her primary occupation to be "homemaker," Approximately two out of every three Survey I women identify as such.
6. 34% of the "career motivated" women are employed full time. 27% of the Survey I women are employed full time.
7. 17% of the Survey II women are "unemployed but actively seeking work." 12% of the Survey I women are in this category.

8. 93% of the "career motivated" women wish to continue their education or take special training, while 73% of the Survey I women wish to do so.

9. 83% of the Sample II women have no skill training. The figure is 73% in Survey I.

10. There are significant differences in the programs which Survey II women and Survey I women wish to take. In order of stated frequency by Survey II women, the programs are:

Survey II Response		Survey I Response
37%	Career Information	7%
34%	Career Skill Training	23%
16%	Self-Improvement	57%
13%	Academic	12%

11. Survey II women prefer the local high school as a location for classes, as do Survey I women. Unlike Survey I women, the second most frequently mentioned response by Survey II women is the "college campus."

12. Survey II women prefer evening or day classes in almost equal numbers. Approximately one out of every five women would prefer weekend classes.

13. The majority of Survey II women could spend 3-4 hours per week in class, but 18% could spend 5-8 hours per week in class.

14. Half of the Survey II women prefer "small groups with individualized attention" to the traditional classroom situation or short workshops/seminars.

15. 84% of the "career motivated" women have needs related to further education or training. In order of frequency of response those women, who identified needs, wanted: 1) counseling; 2) financial assistance; 3) child-care; 4) transportation. Over half of these women desired counseling services.
16. The most frequently spoken second language is Spanish.

A major conclusion of this study was that women need to become realistic. Many women reported no skill training (73% in Survey I) and most work or indicated they would consider working (83% in Survey I). However, the majority preferred self-improvement classes, such as crafts and homemaking skills, as opposed to career skill training, academic classes, and career information. This suggests that these women need more information and assistance in making career and educational plans, so that their short-run decisions show a greater relationship to their long range goals.

Included in the following pages of this chapter are 1.— the instrument used for the needs assessment, and 2.— the random walk procedures employed.

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Assistant Superintendent

SAN JOSE UNIFIED SCHOOL DISTRICT
Telephone (408) 293-5303
1605 PARK AVENUE
SAN JOSE, CALIFORNIA 95126

CHARLES S. KNIGHT
Superintendent of Schools

March 21, 1975

This letter is a note of introduction for an interviewer from Project Careers. Project Careers is a research program sponsored by the federal government through the Metropolitan Adult Education Program.

During 1975 we will design and run an experimental project for women who want help with their careers - whether that means jobs or the fulfillment of a non-paying career.

The program that will be offered must meet the needs of women as determined by this survey. You have been selected as one of the 300 women to respond to our needs assessment questionnaire. Your help in stating the career needs of women will be most appreciated.

If you have any questions about this project, call Lynn McCord at 998-3020. She is coordinating these interviews and would be glad to explain things further.

Thank you for helping with this survey.

Joseph C. Bellenger

Joseph C. Bellenger
Director, Project Careers

JCB/pag

Interviewer_____
Date _____
Time of Interview_____
Language of Interview_____
School District_____
Census Tract_____

1. ( ) 1. Have you received a schedule of classes from Metropolitan Adult Education?

   a. yes
   b. no

2. ( ) 2. Have you completed any classes at Metropolitan Adult Education?

   a. yes
   b. no

INSTRUCTION: IF ANSWER TO #2 IS "NO", Please write N/A and skip to # 5

3. ( ) 3. What was the last course which you completed at Metropolitan Adult Education?

   _____

   (If not applicable, please indicate.)

4. ( ) 4. When did you complete the course?

   a. N/A
   b. prior to 1970
   c. 1970 - 71
   d. 1972 - 73
   e. 1973 - 74
   f. 1975

5. ( ) 5. Have you ever completed a training or educational program that led to a certificate? (For example, a union card, secretarial school, social work certificate, etc.)

a. yes
b. no

INSTRUCTION: IF ANSWER TO # 5 IS " NO "..Please write N/A and skip to # 11.

6. ( ) 6. What type of certificate did you receive?

_____

7. ( ) 7. Have you ever used your certificate or training in a job?

a. N/A
b. yes
c. no

INSTRUCTION: If answer to # 7 is "NO". Please write N/A and skip to # 10.

8. ( ) 8. If you are now employed, was the certificate or training required for your present job?

a. N/A
b. yes
c. no
d. decline to answer

9. ( ) 9. If you have used your certificate or training in the past, but are not using it now, which answer best describes your reason?

a. N/A
b. family
c. jobs were not available in my field of training
d. jobs in my field of training did not pay enough
e. jobs in my field of training did not interest me
f. other

10. ( ) 10. If you have never used your certificate or training, which answer best describes your reason? (Please choose one)

a. N/A
b. family
c. jobs were not available in my field of training
d. jobs in my field of training did not pay enough
e. jobs in my field of training did not interest me
f. other

11. ( ) 11. Would you like to continue your education or take special training?

a. yes
b. no
c. don't know

INSTRUCTION: If answer to #11 is "NO", write N/A _____, and turn to page 5.6.

12. On this page and the following page, we have listed some general program areas and some classes which might be available in each program.

Please look at all program areas and tell me which program (program titles are written in Capital letters) you would choose first (1st), second (2nd), and third (3rd). If you would like a program which is not listed, please tell me. We will write the specific program area in the OTHER section.

After you tell me which programs you would choose , please tell me what are your first (1st), second (2nd), and third (3rd) choice of classes in each program. If you would like a class which is not listed, please tell me. We will write the specific class/classes in the OTHER section.

12 a. SELF IMPROVEMENT

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. homemaking skills ____
2. consumer education ____
3. money management ____
4. personal family information ____
5. crafts, hobbies ____
6. cultural (art, music literature) ____
7. driver training ____
8. community information ____
9. physical fitness ____
10. women's studies ____
11. second language ____
12. religious studies ____
13. current events ____
14. rap sessions, discussion groups ____
15. other _____

other (cont.) _____

12 b. ACADEMIC

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. GED or high school equivalent ____
2. English ____
3. Mathematics ____
4. Science ____
5. Social Sciences ____
6. Business ____
7. Law ____
8. History ____
9. Political Science ____
10. Economics ____
11. Language ____
12. Home Economics ____
13. Art ____
14. P.E. ____
15. other _____

other (cont.) _____

12 c. CAREER INFORMATION

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. Information about carrer opportunities, requirements ____
2. Vocation or aptitude testing ____
3. Personal counselling ____
4. How to set career goals ____
5. Information about bi-lingual bi-cultural training programs ____
6. How to achieve career goals ____
7. How to get a job ____
8. How to enter traditional male jobs ____
9. How to re-enter the job market ____
10. Other _____

other (cont.) _____

12 d. CAREER SKILL TRAINING

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. clerical ____
2. business machines ____
3. electronic assembly ____
4. grocery clerk ____
5. carpentry ____
6. management training ____
7. commercial art ____
8. medical, dental ____
9. computer processor ____
10. drafting ____
11. real estate ____
12. landscaping ____
13. day care ____
14. small business ____
15. other _____

12 e. OTHER

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. _____
2. _____
3. _____

13. ( ) 13. If you could take the program of your choice, what time would you choose?

a. weekday morning
b. weekday afternoon
c. weekday evening
d. weekend morning
e. weekend afternoon

14. ( ) 14. If you could take the program of your choice, how much time per week could you spend in the actual program?

a. None
b. 1 - 2 hrs.
c. 3 - 4 hrs.
d. 5 - 8 hrs.
e. more than 8 hrs.

15. ( ) 15. If you could take the program of your choice, what method of instruction would you choose?

a. traditional classroom
b. small group/individualized instruction
c. TV classes
d. radio classes
e. short workshops/seminars
f. other

16. ( ) 16. If you could take the program of your choice, what location would you choose?

a. in my home
b. local elementary school
c. local high school
d. local community neighborhood center
e. college/university campus
f. special training school
g. business or industrial facility
h. other

17. ( ) 17. If you could take the program of your choice, in what length of time would you choose to complete instruction?

a. less than 3 months
b. 3 months
c. 4 - 6 months
d. 7 months - 1 year
e. 1 year or more

18. ( ) 18. If you could take the program of your choice, would you need: (choose 1 or more)

a. child care
b. transportation
c. financial aid (money for tuition, books, child-care, etc.)
d. counseling services
e. no need
f. other_____

In order for your information to be helpful, we would like to ask some questions about you.

19. ( ) 19. What is your age?

a. 18 - 25
b. 26 - 35
c. 36 - 45
d. 46 - 60
e. over 60
f. decline to answer

20. ( ) 20. What is your family situation, right now?

a. single, never married
b. married
c. divorced, separated
d. widowed
e. other
f. decline to answer

21. ( ) 21. Are you the head of this household?

a. yes
b. no
c. decline to answer

22. ( ) 22. How many people live in this household?

a. 1 person
b. 2 people
c. 3-4 people
d. 5-6 people
e. 7-8 people
f. 9-10 people
g. more than 10 people
h. decline to answer

23. ( ) 23. Are they all part of your family?

a. yes
b. no
c. decline to answer

24. ( ) 24. Do you have any children who live here with you?

a. yes
b. no
c. decline to answer

INSTRUCTION: IF ANSWER TO #24 IS NO, Write N/A and skip to #26

25. ( ) 25. If you have children living here how old are they?

Interviewer: Please write age of each child.

_____

26. ( ) 26. How much education have you had?

a. less than grade school graduation
b. grade school graduation
c. less than high school graduation
d. high school graduation
e. some college
f. college graduation
g. higher college degree
h. decline to answer

27. ( ) 27. What is your primary occupation (Please indicate 1.)

a. homemaker
b. student
c. professional, technical
d. manager, administration
e. sales worker
f. clerical
g. craftsman, foreman
h. equipment operator
i. transportation operator
j. laborer
k. farm laborer
l. service worker
m. volunteer
n. decline to answer

28. ( ) 28. For whom are you working?

a. private industry/agency
b. government
c. self-employed
d. unpaid family worker
e. other
f, decline to answer

29. ( ) 29. What is your employment situation right now?

a. employed, full time
b. employed, part time
c. not employed, not seeking work
d. not employed, actively seeking work
e. other
f. decline to answer

30. ( ) 30. Is your employment seasonal?

a. yes
b, no
c. decline to answer

INSTRUCTION: If answer to # 29 is "EMPLOYED". write N/A in the next question, and skip to #32.

31. ( ) 31. If you are not employed, when were you last employed?

a. never
b. less than 6 months ago
c. 7-12 months ago
d. 13 months or more
e. other

---

32. ( ) 32. If you had a choice, how much time per week would you like to work?

a. none
b. 1-10 hrs.
c. 11-20 hrs.
d. 21-39 hrs.
e. 40 hrs.
f. more than 40 hrs.
g. decline to answer

INSTRUCTION: IF ANSWER TO #32 is NONE, please write N/A and skip to #34.

33. ( ) 33. If you had a choice, where would you like to work?

a. N/A
b. at home
c. out of the home
d. no preference

34. ( ) 34. Do you speak another language besides English at home?

language_____

a. yes
b. no
c. decline to answer

35. ( ) 35. Do you read another language besides English?

language_____

a. yes
b. no
c. decline to answer

36. ( ) 36. Do you write another language besides English?

language_____

a. yes
b. no
c. decline to answer

37. ( ) 37. Would you like to take citizenship classes?

a. yes
b. no
c. decline to answer

38. ( ) 38. What is your ethnic or racial background?

a. Mexican-American or Chicana
b. Black
c. American Indian
d. Anglo (non-minority)
e. Asian American
f. other _____
g. decline to answer

39. ( ) 39. Which letter (a,b,c,d,) best describes your family's total income for last year?

a. under $6,000
b. $6,000 - $15,000
c. above $15,000
d. decline to answer

40. ( ) 40. Which letter or letters (a,b,c, etc.) best describes the source of your family income for last year? (Choose 1 or more.)

a. earnings
b. alimony
c. public assistance
d. other (Soc. Security, pensions, annuities, unemployment, etc.)
e. decline to answer

41. ( ) 41. After we have tabulated the questionnaires in our survey, we will write a short report. Would you like to receive a copy of the report?

a. yes
b. no

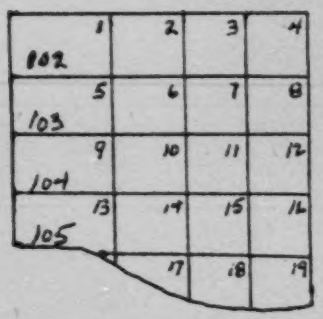
Address _____

City _____ Zip Code _____

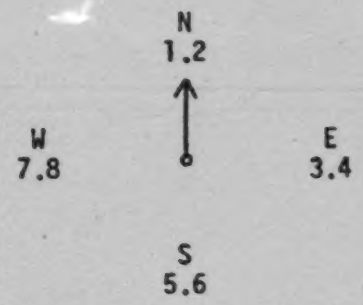
Thank you very much for your time and assistance in helping the Project Careers Survey of the Metropolitan Adult Education Program.

PROJECT CAREERS SURVEY
March 24, 1975

RANDOM WALK INSTRUCTIONS



CENSUS TRACT 5000



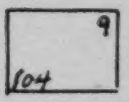
COMPASS

STEP

1 PREPARATION

1. Locate your census tract on the map. In pencil, lightly number each block in the upper right hand corner.

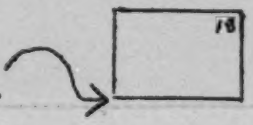
RULE: ALWAYS START AT SW CORNER OF THE BLOCK



2 HOW TO GENERATE A BLOCK

1. Select a number from the random table, ex. 2 [18]
Using the last two numbers, locate the block identification number which you numbered on the map.

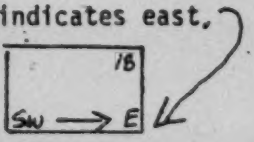
2. Go to SW corner.



3. HOW TO GENERATE A DIRECTION

Once you have chosen a block and are at the SW corner, you will need to know what direction to go in.

1. Select a number from the random table, ex. 11 [4]
Using the last number only, refer to the compass. [4] indicates east.



2. As you are going east, interview every 10th dwelling unit until you come to an intersection.

IMPORTANT: WHEN YOU COME TO AN INTERSECTION, ANY INTERSECTION, YOU MUST GENERATE A NEW DIRECTION. (REFER TO STEP # 3)

3. When your map indicates that you are at a census tract boundary, your walk is terminated.

4. To begin a new walk, refer to step # 2 - "HOW TO GENERATE A BLOCK" - and repeat this process until you have completed the number of interviews which you need for each census tract.

RULES

1 Always start at the SW corner of every block you generate.

2 Always go to every 10th dwelling. If you change direction, keep track of how many dwellings you have counted.

3 Never retrace your direction.

4 If, after generating 3 direction numbers, you still do not have a direction which you can use, generate a new block.

5 If no one is home, make one call-back. If no one is home the second time, do not go back to the same house again. Generate another walk.

6 If you cannot determine where the SW corner of the block is, (for example, a curved street) face the houses on the block and always go right to the first intersection.

IMPORTANT TO REMEMBER

1 At apartment houses, count mailboxes.

2 A cul de sac is not an intersection.

3 In generating a new block, use the last two numbers.

4 In generating a new direction at each intersection, use last number only.

SELECTION OF PROGRAM MODEL #2

Eighteen programs which had been selected for inclusion in the catalog were presented to staff and task force members as programs which addressed needs similar to those of women in the MAEP area. A brief description of each program was provided to members of the task force and staff. A working meeting was held during which the above individuals reviewed all of the materials for the programs. The eighteen programs which were reviewed were:

1. Career Development Center
   Alderson, West Virginia

2. Modular Life Planning/Career Development
   Amherst, Massachusetts

3. Women's Workshop in Self Discovery
   Baltimore, Maryland

4. Guided Inquiry Group Career Counseling
   Urbana, Illinois

5. Discovery Program for Women
   St. Louis, Missouri

6. Deciding Program of the Women's Institute
   Paramas, New Jersey

7. Career Exploration for Women Workshop
   Lawrence, Kansas

8. Women: Program in Continuing Education
   Seattle, Washington

9. Home/Community Based Career Education Model III
   Providence, Rhode Island

10. Confidence Clinic/Pre Employment Center
    Roseburg, Oregon

11. Continuing Education for Women
    Bloomington, Indiana

12. Counseling and Resource Center for Women
    Columbus, Ohio

13. Rockland County Guidance Center for Women
Nyack, New York

14. Project EVE
Cleveland, Ohio

15. Upward Bound Program
Minneapolis, Minnesota

16. Wonderful World of Working Women
Des Moines, Iowa

17. New Environments for Women
Lexington, Massachusetts

18. Women's Program
Portland, Oregon

On the basis of the vote of the members of the task force and project staff, it was decided that the Career Exploration for Women Workshop in Lawrence, Kansas would be the best program to implement. This program was selected because the materials were so clear and well defined. Also the focus of the materials was on obtaining a realistic picture of what it means to work with particular emphasis on the supports and barriers which can be provided by the working woman's family. In addition, the program could reach a large number of women at a reasonable cost.

Detailed Description of the Career Exploration Workshop for Women

Program brochures indicate that this is a workshop designed for any woman who is undecided about what to do with her life, wants more information about work possibilities, is considering further training or education, is dissatisfied with and/or considering a change in her present job, would like to meet other women who have similar concerns, is considering a major change in her life style, or is concerned about self-awareness and personal growth.

The workshop was developed by the Director of Student Services in the Division of Continuing Education at the University of Kansas in cooperation with a counselor for that same agency. Each workshop is run by one or two counselors trained in the areas of personal, educational, or vocational counseling.

The entire procedures for the workshop are contained in two well-written manuals. These two are:

McCoy, Vivian and Cassell, Phyllis. Career Exploration Workshop for Women: Leader's Manual. Lawrence, Kansas: University of Kansas Division of Continuing Education, 1974.

McCoy, Vivian and Cassell, Phyllis. Career Exploration Workshop for Women: Participant's Personal Portifolio. Lawrence, Kansas: University of Kansas Division of Continuing Education, 1974.

The cost of the Leader's Manual is $10.35 and the cost of the Participant's portfolio is $3.62. The workshop also makes use of two films: Back to School, Back to Work: A Stimulus Film for Women and Modern Women: the Uneasy Life. The Hall Occupational Orientation Inventory and Holland's Self Directed Search are both administered to workshop participants. Recommended reference materials include the Catalyst career and educational materials, the Occupational Outlook Handbook, and Occupational Exploration Briefs by Science Research Associates. The only requirements of the facilities is that they allow for small group formation and the testing requires tables and chairs.

The workshop materials and activities are divided into six sessions, although the sessions can be expanded or condensed as a situation requires. In the past, sessions have been held both once and twice a week and each session has lasted approximately three hours. The workshops provide a variety of experiences and activities including films, human relations exercises, role playing, vocational testing, and related readings. The workshop is designed to encourage a realistic evaluation of self, job, family, and available opportunities.

In the first session, participants analyze past and present role expectations and identify the roadblocks to taking action toward career choice, in particular, those which may stem from the negative reactions of family and friends. The developers feel that when a woman with a family returns to school or goes to work, the family in effect goes with her. It is therefore important that the family confront the matter together. In the second session, strategies for balancing home and job responsibilities are analyzed.

In the third and fourth session, vocational tests are administered in order to provide the women with some data to augment their subjective evaluations. Materials useful in studying the job market and researching occupations are also presented. Session five enables the women to research three occupations, determining their qualifications, deficits, and possible alternative areas. Procedures for returning to school and conducting an effective job hunt are also discussed.

In the final session, participants role-play school and job interviews and are helped to prepare a job proposal. The workshop encourages women to prepare job proposals in lieu of the traditional resume, which is

essentially a history and provides little information on what the woman can do for the employer. The proposal is a statement about what an individual wants to do in the future, and shows the prospective employer an individual's value in terms of making the organization more effective. Time lines for completing goals arrived at in the workshop are also made in the final session.

IMPLEMENTATION OF PROGRAM MODEL #2

Four classes were scheduled at different times and locations and they were publicized widely in the community. A total of 124 women registered for the class. As a result of the success of the class, it is now being offered as an on going MAEP program.

Tasks involved in implementation included finding locations for the classes, publicizing the classes, ordering materials, recruiting staff, and reporting to the task force. This chapter describes the implementation procedures and adaptations made in the program selected. Also a supplementary workshop was planned and offered for those interested in part-time work.

Class Locations and Times

The first task was to arrange for the number and location of the classes. The task force decided to offer the classes jointly with other organizations providing services for women. In this way women could become more aware of what programs are available to them and services would not be duplicated. It was decided that four classes would be offered, each at different times and locations to maximize the convenience for participants. The classes were scheduled for eight weeks, although the manual outlined only six class sessions. This was done to allow time for administration of the pre-and post-test instruments and to allow sufficient time to cover the materials.

The classes were scheduled to begin the end of September at the following locations and times.

Location	Time
Outreach for Women	Thurs., 9:30-12:00 noon
South YWCA	Wed., 12:30-2:30 p.m.
Metropolitan YWCA	Thurs., 7:30-10:00 p.m.
Women's Alliance	Sat., 9:30-12:00 noon

One class was held at Outreach for Women. This organization opened an office in July to provide information on educational, vocational, and social services in the area. Outreach for Women is funded with a small grant and operated by volunteers. It is housed in a building adjoining the YMCA and has four rooms, including one large room suitable for classes. Outreach is easily accessible with ample parking and is located in the northern section of the MAEP drawing area. Outreach has a career library and the staff is planning a job bank and a job development program. The class was scheduled on a weekday morning, as 38% of the women in the survey preferred a weekday morning. Outreach provided the space for the class and assistance in recruiting class participants, while Project Careers supplied the instructor, materials, and publicity for the class.

Two classes were offered jointly through MAEP and the YWCA. These Classes were offered as an MAEP special class and MAEP covered the cost of the instructor's time. In this way MAEP staff was involved at an early stage so they would be aware of the program and could assess its progress. Due to the favorable response to the class two sessions were subsequently scheduled as MAEP classes.

The local YWCA offers a variety of classes at five locations and offers an important source of recreation and support for many women. The classes include crafts, cooking, child development, exercise, awareness, and discussion groups. The Project Careers workshops are the only career oriented classes offered through the YWCA. The southern and downtown San Jose locations were selected as sites for the classes. The class at the South YWCA was scheduled in the afternoon as child care is available during these hours. The classes at the South YWCA are held in a church and a large recreation room is available for the workshop. The Metropolitan YWCA class was scheduled in the evening to accommodate working women. The YWCA is a new building with easy access, ample parking, and attractive facilities.

The fourth class was scheduled at Women's Alliance (WOMA). WOMA is a new organization of women which intends to function as a clearing-house for the various women's activities in the area and to provide services to women. WOMA is particularly concerned with meeting the needs of low-income and minority women who are concentrated in east San Jose. WOMA opened an office in June in a duplex in the east side of San Jose and has begun to offer services such as a job information center and a clothes bank. The staff plans on expanding their program into other areas such as assistance in career planning and job listings. WOMA is supported through the efforts of volunteers and proceeds from fund raising events. The class at WOMA was planned for Saturday morning to accommodate women who work and to fit in with the center's schedule. This class hoped to attract low-income and minority women.

Staff at the agencies involved were cooperative and excited about the class and believed it is a worthwhile combination of resources.

They were particularly pleased to see the manual that would be used so they knew what would be done in the class. The coordinator for Project Careers met with staff at each agency to explain the project and to explore how the workshops related to other agency activities. This was followed with a letter summarizing the project, describing the details and content of the class, and outlining the responsibilities of the agency and Project Careers.

Publicity

A major effort went into publicizing the class. The class announcement on the next page was prepared to attract interest in the class. The University of Kansas program used flyers to publicize their classes and some of the content from their flyer was included. The announcement included a brief lising of class activities, the time and location of classes, and a coupon to fill out and mail in to register in the class.

The announcements were distributed in several ways. A notice was included in the MAEP class schedule stating that classes in career development for women would be offered in the fall. One hundred and seven women responded to this notice by calling the number listed or mailing in the coupon. They were mailed a class announcement. Also the participants in the survey of career development needs of women received a class announcement and a one page summary of the survey results. The announcements were also distributed to Outreach, the YWCA, WOMA, and five of the MAEP offices. Announcements were left at the main library, Economic and Social Opportunities, a training center for low-income individuals, San Jose State Women's Center, San Jose State Re-entry Program, and a counseling center for career alternatives. Announcements were also distributed at a local women's fair where there were

CAREER EXPLORATION WORKSHOP FOR WOMEN

This workshop is for the woman of any age and experience who...

is undecided about what to do with her life . . . wants more information about work possibilities . . . is considering further training or education . . . is dissatisfied with and/or is considering a change in her present job . . . would like to meet other women who have similar concerns . . . is considering a major change in her life style . . . is concerned about self-awareness and personal growth.

As a participant, you will

- **explore your own occupational interests**
- **gain a realistic knowledge of the job market**
- **set your own personal goals**
- **experience sharing with other women**

Wise career choice can be attainable, and it is the purpose of this eight week class to provide the setting and resources to explore this choice.

This workshop will be offered at the following times and locations:

Thursday 9:30 - 12:00 a.m. Sept. 25 - Nov. 13	Outreach for Women 1717 The Alameda San Jose 292-8706
Wednesday 12:30 - 2:30 p.m. Sept. 24 - Nov. 12 (childcare available)	South YWCA Almaden Hills Methodist Church 1200 Blossom Hill Road San Jose 295-4011
Thursday 7:30 - 10:00 p.m. Sept. 25 - Nov. 13	Metropolitan YWCA 375 South Third San Jose 295-4011
Saturday 9:30 - 12:00 a.m. Sept. 27 - Nov. 15	Women's Alliance 1509 E. Santa Clara San Jose 251-5522

The class will be offered at no charge.

To register, fill out the form and return to: **Project Careers – Attn. Peggy Rankin**
1224 Del Mar Avenue
San Jose, CA 95128 *998-6374*

Name _____

Address _____

City & State _____ Zip _____

Choice of Time:

__Wed. 12:30 - 2:30 __Thur. 7:30 - 10:00
__Thur. 9:30 - 12:00 __Sat. 9:30 - 12:00

representatives of local women's organizations. A total of 700 announcements were distributed.

In addition the YWCA included a brief class description in their fall class schedule and Outreach and WOMA included an announcement in their newsletter to their membership. Also a press release was prepared and sent to local newspapers through the MAEP public relations representative and a notice of the class appeared in both the morning and evening paper.

The assumption behind the publicity effort was that only a small precentage of women at any one time would be at a stage of their life to enroll in a workshop on career development and it was important to reach a large number of people. Of course much more could have been done to publicize the program, but this plan seemed to reach a large audience at a reasonable cost. The only actual expenses were the preparation and and printing of the announcements (about $50), some mailing expenses, and the coordinator's time.

Another consideration was that the program was competing with a large number of classes being offered to adults in the area. MAEP offers a wide range of classes, as does several local junior colleges, two university extension programs, and local community centers.

Materials

The coordinator was also responsible for ordering the materials to be used for the class which are outlined in the leader's manual. This included arranging for the rental of the two films and ordering copies of the interest test for each participant, one copy of the Occupational Outlook Handbook for each instructor, and one set each of the Catalyst Career and Educational Materials and Science Research Associates Occupational Exploration Briefs. The coordinator also gathered together

other materials which seemed useful for the class, including information on local educational, vocational, and social services.

Staff

Three of the classes had two instructors and one class had only one instructor. A total of five instructors were hired. A pool of applicants for the instructors was already available from the recruiting done for the Meadowfair program. In addition WOMA staff identified women who would be qualified to teach the class and could relate well to low-income and minority women. Three of the instructors had masters degrees in counseling and experience in teaching and counseling. The other two had college degrees and experience with affirmative action or related work. The instructors met before the class to learn about the project, the evaluation tasks, and administrative details. They also met together three times during the class to preview the films, discuss the interest tests, and share experiences.

Estimate of Staff Time

Below is an estimate of the staff time to implement the career exploration workshops and a description of other expenses.

Staff	Time Spent	Duties
Coordinator	40 hours	Recruit staff
	40 hours	Arrange locations
	20 hours	Publicity
	20 hours	Obtaining materials

(A total of 120 hours or three weeks over a two month period.)

Instructional Time

50 hours for each group of 18 students

24 hours of class meeting time
26 hours of individual student counseling, program planning, and preparation

Supply Cost Per Student $6.00

includes manual and tests,
resource materials, etc.

The $6.00 per student cost is based on 124 participants.

Class Sessions

The turnout for the classes was larger than anticipated from advance registration. Three of the classes had between 26 and 29 enrolled, which was a large but manageable group. The class at the South YWCA had 43 people enrolled. The class met in a large recreation room, so there was sufficient space. However, the size of the class made it difficult to provide participants with the individual attention which was given in the smaller groups. The Saturday morning class was held in a house converted to an office. The space was small and somewhat crowded. Having it in a house gave the advantage of a relaxed, confortable atmosphere.

As is typical for adult education, not all the women registered continued with the class. Some women came only once or twice, leaving a core group who attended most of the sessions. Attendance at any one session toward the end of the eight weeks was about half of those originally registered. The Saturday morning class attendance fell to about one-third at times, probably due to the time and the small space in which the class was held.

Below is the location, instructor, and registration schedule:

Location	Instructors	No. Attending at Least One Class
Outreach for Women	G. Montgomery	26
South YWCA	V. Golub G. Montgomery	43
Metropolitan YWCA	S. Denny V. Golub	29

The classes were held in different sections of the city. The South YWCA class did draw primarily from South San Jose. The other classes drew from a wide area and the class held on the east side of San Jose did not attract many people from this neighborhood. The weekday morning class attracted the oldest group of women and the weekday evening class and Saturday morning class attracted many working women.

Class Activities

The basic curriculum used was the following:

McCoy, V. & Cassell, P., Career Exploration for Women. Lawrence, Kansas: The University of Kansas, 1974.

There was a 104-page participant's manual for each class member and a leader's manual with supplementary material. The manual was organized into six class sessions. In implementing the program, eight class sessions were scheduled. All the classes basically followed the manual. However, there were variations reflecting class interests and the strengths of the instructor. As there was not sufficient time to do all the activities in the manual, the instructors selected those which seemed most appropriate for their class. The counselors were available before and after class and by appointment to discuss individual concerns. Following is a week by week description of the class activities and reactions of the instructors.

Session 1. Most of the first session was spent in administering the pretests, registration procedures, and the introductory exercise. The introductory exercise was very effective in getting people to meet the other people in the class and to identify their concerns

and purposes for being in the class. Three of the classes spent the last 15 to 20 minutes in pairs on the stem completion exercise. The Saturday morning class did not receive workshop manuals and this group had a discussion based on a list of job facts at the end of the class.

Session 2. The second session was spent in viewing the film Back to School, Back to Work. The film was intended as a stimulus for discussion and did generate spirited comments on many issues and considerations related to school and work and the implications for a family. However, the instructors felt that the film focused too much on the negative aspects. Also, the film featured middle class white women who had the choice of returning to school or work. Many of the women in the classes, particularly the evening and weekend groups, were working or seeking work from economic need and the film was not appropriate for them. The film was most effective in the afternoon class which had an audience most like the women pictured in the film. Several women in the classes expressed the view that they were in the class because of career interest and were anxious to get into that. The instructors felt that the same objective could have been met in another activity and there was a sizable drop in attendance between this session and the next one.
A brief introduction was also given on sources of occupational information and how to use it. A

collection of reference material was brought to each class.

Session 3. Three of the groups did the life-line and role-stripping exercise and assigned the Home- and Job-Management Inventory and Life Planning Chart as home-work. The women became very involved in the role stripping exercise. During this exercise the counselors rotated among the small groups to assist those who had difficulty getting started or were stuck. This exercise took at least an hour in all three classes and many groups had intense, meaningful discussions about their values and what was important to them. The Saturday morning class had a group which was considerably smaller than the week before and rather than conduct a structured activity, the instructors led a discussion in which class members explained their particular situation and the kind of help they would like. Thus class members had individual attention with their particular problems and this seemed to be a valuable use of time with a small group.

The film, Modern Women: The Uneasy Life, was available, but the instructors chose not to use it. They felt that the film's age interfered with its effectiveness and that other activities would be more appropriate.

Session 4. This session was spent on the Hall Occupational Orientation Inventory, which was an effective transition between the self-exploration emphasis of the earlier sessions and the later stress on career information. The instructor

began with an explanation of the Maslow heirarcy as an introduction to the inventory. They emphasized that the inventory gives only one viewpoint and that class members should look at the results and then decide how it relates to their particular situation. In three of the classes the participants completed the inventory during the class session and had some time for discussion. In the Saturday morning class some of the time was spent on individual concerns and class members started the inventory and took it home to complete it.

Session 5. The fifth week was spent on Holland's Self Directed Search. Holland's six types were introduced using the exercise in which people image a party with six groups of people representing the various types. The women were asked to write down the group they would enjoy being with the most, then the second and third group they would choose. The exercise was repeated with the group they would feel the most comfortable with. This exercise helped the class understand the six categories used to interpret the test results.

The classes completed and scored the Holland's Self Directed Search and had time to discuss the results. The limitations of a test were again stressed and people were urged to look at the test as just another piece of information and as a source of ideas to consider. The specific job titles listed in the Occupations Finder were especially useful in terms of ideas.

Session 6. This session was spent on goal setting, decision making, and researching specific occupations. Class members completed the Goal Setting exercise and worked on an occupational information sheet on three jobs. Class members were also encouraged to talk with a person actually doing a job they were interested in to obtain more detailed information and to establish contacts. A variety of occupational reference materials were available for use in class, including the Occupational Outlook Handbook, Science Research Associates Occupational Exploration Briefs, and the Catalyst career and education materials. All of these materials were used heavily. Also available were catalogues of local universities, junior colleges, and adult education classes. Much of the class time was spent in informal sharing among class members and discussion with instructors.

Session 7. The classes did not prepare a job proposal as recommended in the manual, but did prepare a job resume, which seemed more useful for the participants. Almost this entire class session was spent on resumes. The instructors explained the importance of a powerful resume, the difference between a historical and functional resume, and techniques to use in preparing a resume. The class was given samples of three different resumes and a cover letter and discussed these examples. As an assignment, class members were asked to prepare their own resume and bring it to the last class.

Session 8. The first 30 to 45 minutes was spent on post testing and on reviewing resumes for those who completed one. The remainder of the time was spent on interviewing and role playing interviews. In the two YWCA classes, the instructor gave a presentation on interviews and then a few people did a practice interview in front of the class and received feedback. In the Outreach class, the instructor emphasized the anxiety of an interview and had people be aware of how they act under stress. The group then paired off and one person gave the other negative feedback while the listener kept a straight face. The pairs then did practice interviews together. In the WOMA class the instructors invited a personnel worker for the county to come in and talk about their hiring procedures and to do some practice interviews. This was an excited session for all the groups and was a good closing activity.

Summary: The class sessions followed the outline of the manual. However, the instructors selected among the activities and spent more time on the activities selected than the time estimated in the manual. The instructors recommended not using the films and spending less time on self-exploration. Also an activity might be introduced on skill identification. Overall, the manual provided an excellent basis for a course which an instructor can use and modify according to the needs of the group. The activities are clearly presented, there is a logical

progression to the sessions, and the background information is useful. Such a manual can be very valuable to anyone considering a similar program and can be considered a model for transferability of programs.

Supplementary Component on Shared Jobs

One of the major needs which was revealed in the survey and was expressed by the women in the career exploration workshops was for part-time job opportunities. There was little information available on developing part-time jobs and so New Ways to Work, a non-profit vocational counseling agency, was commissioned to develop a manual for counselors on job-sharing as one way of providing part-time employment opportunities. New Ways to Work also conducted a workshop for individuals interested in job sharing and another workshop for counselors who wanted to introduce the concept of job sharing to clients and employers. The manual they developed, A Guide to Developing a Job Sharing Project, is a separate document accompaning this final report.

An important finding of the Survey of Career Development Needs of Women was related to the number of hours per week women wanted to work. Over half of the women surveyed wanted to work, but less than 40 hours a week. The following Table 25 is from the report.

TABLE 25: EMPLOYMENT PREFERENCE

All women surveyed were asked: "If you had a choice, how much time per week would you like to work?"

Total #	-0- Hours	1-10 Hours	11-20 Hours	21-39 Hours	40 Hours	40+ Hours	Decline To Answer
320	15%	12%	26%	18%	22%	3%	3%

> When given a choice, 15% of all women would not like to work. If we include the category of women who wish to work 1-10 hours per week (which indicates a limited desire to work) we find that 27% or approximately 1/4 of all women in the MAEP area have little or no interest in working. The largest single category of women wished to work 11-20 hours per week or approximately 2-4 hours per day. It is interesting to note that 22% of all women surveyed desire to work 40 hours per week, and 27% of all women are actually employed full-time. (p. 31)

The preference for working part-time was reinforced by participants in the workshops, many of whom wanted to work, but did not want to work full-time at this point in their life. The jobs which were available on a part-time basis were generally low paying and did not provide much opportunity for the women to use their skills and abilities.

The program descriptions provided by projects across the country were reviewed to see if any of them addressed this need. None of the programs focused on flexible job arrangements and there is little literature available in this area. For these reasons, we decided to develop a supplementary workshop which would address the issue of flexible employment opportunities.

New Ways to Work, a non-profit vocational resource center in Palo Alto, California, has been active in promoting flexible work arrangements. They have found the shared job concept as an effective approach in developing more flexible work arrangements. In a shared job, two or more people share responsibility for one full-time position. Shared jobs benefit both employers and employees as it increases productivity and provides more options for workers, particularly re-entry women, single parents, students, and older people. New Ways to Work was contracted to develop a manual describing the approaches and techniques they have developed for assisting individuals who are interested in sharing jobs and for introducing the concept of shared jobs to employers. The manual is

intended for counselors and job developers and can be used as the basis for a workshop or for individual study. The complete manual is included as a separate document accompaning this final report.

Two workshops were given based on the manual. One workshop was aimed at individuals who were interested in shared jobs. The workshop began with a two-hour introductory session to explain the concept of job sharing. There were two additional two-hour sessions for those who wanted to learn more, and these sessions focused on identifying job possiblities, preparing a joint resume, and practicing job interviews. A notice about the workshop was sent to the women who took the career exploration workshop for women and was also distributed in the community.

A second workshop was given for counselors, job developers, and other professionals who wanted to learn more about job sharing and how they could use it in their work. The workshop was given in two sessions, each lasting three hours. The manual was used as the basis for these workshops.

Increased employment options have advantages for both employers and employees. The manual developed as part of this project is one means of providing information for those interested in furthering job flexibility and in increasing job opportunities for the many women who desire part-time work.

EVALUATION OF PROGRAM MODEL #2

The questions which decision makers wanted to be able to answer for model #2 are the same as those for model #1. That is:

1. Is the program implemented as it was intended?
2. Is significant growth experienced by those persons who receive the intervention program?
3. Is that amount of growth significantly greater than that made over the same time period by a similar group of persons who do not receive the program?
4. How do the program staff and consumers react to (feel about) the program?

Four different kinds of data were collected for the evaluation of Program Model #2: Descriptive data on the participants and the implementation process to answer question #1; data from the criterion measures specified in the program objectives to answer question #2; reactions of the participants and staff to the program to answer question #4; and data on participant actions and behavior following the workshop which also responds to question #2. Each type of data will be treated in a separate section; question #1 above will be answered in Section I, questions #2 and #3 will be discussed in Section II, and question #4 will be discussed in Section III. Section IV will contain the behavioral data.

Section I: Descriptive Data

As discussed in the chapter on the Implementation of Program Model #2, the program was implemented in four different settings which met at four different times. To monitor the consistency of implementation across these sites, a Process Evaluation Checklist was developed. (A copy of the Checklist can be found in the materials kit for this program.) This Checklist was a matrix of program activities and participants. Leaders used checkmarks to indicate which participants participated in which activities. A small section from one of the checklists is

presented in Table A below. The activities listed in Table A were covered in two of the eight workshop sessions. From Table A you can see that the film Modern Woman: The Uneasy Life was omitted because it was judged to be inappropriate by the workshop leader. This film was eliminated in three of the four workshop settings. With this exception, the activities which were implemented in all eight sessions were the same for the South YWCA, Outreach for Women, and Downtown YWCA settings. The leaders of the workshop at WOMA, however, did not follow the prescribed sequence of activities for one session. Rather than conduct the last seven activities listed in Table A, they conducted individual counseling sessions. The leaders at the WOMA setting also objected to the tedious task of completing the Process Evaluation Checklist, but indicated that the remainder of the workshop

Table A: Sample of Process Evaluation Checklist as Completed by Leader

* Check only if she actually did the activity. Put an "A" in the box if absent

not appropriate / poor

Activities	Participants																		
	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
Stem completion exercise and discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film & discussion (Back to school; Back to work: A stimulus film for Women)	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	A	✓	✓	✓	✓	✓	✓
Film & discussion (Modern Women: The Uneasy Life)		eliminated																	✓	
Life-line exercise	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
Role Stripping exercise	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
Fantasize Alone exercise	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
On a clear day: Envisioning Your Future exercise	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
Role Resumption/Assumption exercise	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
Home & Job-Management Inventory assigned	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓
Life Planning Chart assigned	A	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	A	A	A	A	A	✓	✓	✓	✓

sessions were completed in the prescribed fashion. Thus, the implementation was consistent in three of the four settings. At the fourth setting it varied in one of the eight sessions.

Characteristics of the participants at the four locations were assessed. Although the four populations were observed to be fairly similar, the groups did vary along some dimensions. A total of 124 women enrolled in the program. Approximately 70% of the participants at the South Y, Downtown Y, and Outreach locations attended the eight session workshop four or more times. However, at the WOMA location, only 46% of the women attended four times or more. There were only four ethnic minority group women in the entire sample: one Mexican American, one Puerto Rican, one Filipino, and one Japanese. They were distributed across the groups.

The mean age for all participants was approximatley 36 years. There was a signficant difference in mean age among the four groups ($p < .05$). While the mean ages of the South Y and WOMA were 37 and 36 respectively, the Outreach group was older with a mean age of 41 and the Downtown Y group was younger with a mean age of 32. Table B displays information on the marital status, family income level, and housing patterns for the four groups of women. While these differences are not signficant, patterns can be seen.

From Table B it can be seen that in terms of marital status, participants at South Y and Outreach were alike while those at Downtown Y and WOMA are alike; the latter two settings had many more single, divorced, and separated women. Income patterns were fairly similar for South Y, Outreach, and Downtown Y, but WOMA had a much greater percentage of participants in the lower income brackets. Similarly, in terms of housing, the WOMA participants most often rented and were the only group where women lived with relatives. Thus a pattern of the WOMA women as being more likely to be single, divorced, or separated, with income below $15,000, and a renter emerged.

Table B: Marital Status, Income, Housing

		South Y	Outreach	Downtown Y	WOMA
Marital Status	Married	95%	90%	56%	38%
	Single	0	0	12%	25%
	Separated	0	0	8%	0
	Divorced	5%	10%	24%	37%
Family Income	Less than %6,000	3%	11%	4%	50%
	$6,000 to $15,000	38%	17%	44%	38%
	More than $15,000	59%	72%	52%	12%
Housing	Own	88%	94%	78%	31%
	Rent	12%	6%	22%	50%
	Live with Relatives	0	0	0	19%

Data indicated that 100% of the women had been employed at some time; however, the percentages of currently employed women were: South Y, 24%; Outreach, 5%; Downtown Y, 64%; and WOMA, 75%. For those women who were not currently employed, the mean number of years they had been out of the labor market was South Y, 7; Outreach, 7; Downtown Y, 6; and WOMA, 3. While the South Y and Outreach women were least likely to be currently employed, they were most likely to be currently engaged in volunteer work and to have spent a greater number of years as a volunteer. At the time of the workshops, 47% of South Y women, 53% of Outreach women, and 29% of Downtown Y and WOMA women were engaged in volunteer work. The mean number of years that each of these groups of women had volunteered was: South Y and Outreach, 12; Downtown Y, 5; and WOMA, 4. These differences were significant ($p < .01$). The South Y and Outreach women also had higher family income and were more likely to own their homes.

In summary, the signficant differences among the four groups were in age and mean number of years of volunteer service. However, the descriptive data

indicate that the South Y and Outreach groups were generally similar to each other and different from the similar Downtown Y and WOMA groups.

Section II: Data on the Program Objectives

The primary goals of the career exploration workshop for women were increased self-understanding and the confidence to plan a career. The specific objectives of the program were attitudinal in nature. The program objectives AIR evaluated were:

1. Participants will exhibit growth in self-understanding, planfulness, knowledge of the career decision-making process, family support, and confidence to implement career plans as measured by the Career Process Scale developed at the University of Kansas.

2. Participants will exhibit more realistic appreciation of the world of work as measured by an increase in score on the Attitude Scale of the Career Maturity Inventory published by CTB/McGraw-Hill.

3. Participants will express a less stereotyped view of women's roles in relation to men as measured by the Attitudes Toward Women's Roles scale developed at San Diego State University.

Question #2, presented in the introduction to this chapter, was answered using data from a pre-post administration of three instruments: the Career Process Scale, the Career Maturity Inventory, and the Attitudes Toward Women's Roles scale. However, identification of a control group for this program proved particularly difficult. Workshop dates, places, and times were given in the widescale recruitment campaign and asking individuals who signed up for the workshop to wait and take it at a later time was rejected by the project task force. It was felt to be unresponsive to the needs of the enrolling women. Thus an experimental and control group design was not used in the evaluation of Program Model #2. However, since four separate locations were used in the implementation, each with a different staff, the design became a four level, one-way analysis of variance model, with each location identified as a level of the treatment (program). If significant differences in program outcomes were associated with location, it would be possible to look at participant characteristics and implementation data to determine what variable(s) led to the

observed differences. If, on the other hand, no signficant differences resulted from the treatment at the different locations, we would have what amounted to four replications of the treatment (program). Replication of results is the most powerful indicator of "real," versus statistical, effects. Therefore, interest centered on pre-post changes in the three measures within and across the four treatment groups. The changes related to question #2. Because of the task force's decision, no attempt was made to answer question #3 for this program model.

The data related to the three program objectives will be presented by objective.

Objective 1: Participants will exhibit growth in self-understanding, planfulness, knowledge of the career decision-making process, family support, and confidence to implement career plans as measured by the Career Process Scale developed at the University of Kansas.

The Career Process Scale consists of 25 statements of attitude or behavior to which the participant responds "never," "seldom," "occasionally," "often," or "always." For example, "I know how to conduct an effective job hunt" and "I see myself capable of succeeding in a career." (Copies of the tests are contained in the materials kit for this program.) Five points were awarded for the most positive response and one for the most negative, with a range of 25 to 125 points possible. A high score was more desirable and a pre-post increase in scores was predicted.

There were 62 pairs of pre-post scores. The pretest mean was 91.96 (s.d.* = 11.6); the posttest mean was 100.54 (s.d., = 10.9); and the mean increase was 8.56. A correlated t test was performed which showed the change to be highly significant (t = 6.55, 61 df, $p < .001$). However, there were no significant differences among the groups. All groups made significant pre-post increases.

Objective 2: Participants will exhibit more realistic appreciation of the world of work as measured by an increase in score on the Attitude Scale of the Career Maturity Inventory published by CTB/McGraw-Hill.

The Attitude Scale of the Career Maturity Inventory consists of 25 statements

*"s.d." means standard deviation; "df" means degrees of freedom; "p" means probability.

which may be answered either true or false. For example, "Once you choose a job, you can't choose another one." Correct responses received 1 point, incorrect responses received no points. Thus the possible range in scores is zero to 25. A pretest-posttest increase in scores was predicted. Again a two-tailed t-test for correlated means was used. The pretest mean was 20.52 (s.d. = 3.6); and the mean increase was 3.17, a highly significant change ($t = 4.51$, 64 df, $p < .001$). One-way variance indicated no significant differences among groups.

Objective 3: Participants will express a less stereotyped view of women's role in relation to men as measured by the Attitudes Toward Women's Roles scale developed at San Diego State University.

The Attitudes Toward Women's Roles scale consists of 35 statements to which the women responded "very strongly disagree," "strongly disagree," "disagree," "agree," "strongly agree," or "very strongly agree." For example, "Women can think as logically as men." One point was awarded the least stereotypic response and six the most stereotypic response. The possible range in scores is 35 (low stereotypic) to 210 (high stereotypic). A pre-post decrease in the numerical score was predicted, indicating a willingness to accept more varied roles for women. The pretest mean was 85.15 (s.d.= 19.9), the posttest mean was 76.53 (s.d. = 22.7), and the mean change was 8.62. This represents a significant ($t = 5.27$, 64 df, $p < .001$). Difference in change scores among the groups again was not significant.

The consistent finding that all groups made the same gains as indicated by pre-post scores validated the replications model described earlier. The program was equally effective in all four locations and changes did not relate to group membership.

For one of the criterion instruments, the Career Process Scale, age was negatively correlated with gains ($r = .304$, $p < .01$). That is, younger women made greater gains than older women. Age did not significantly correlate with scores on the other instruments. Additional data analyses revealed that attendance

did not significantly correlate with gains on any measure, nor did family income level. Thus the program was equally effective for the various types of women who participated.

Another pre-post measure not specifically related to the program objectives was used to determine effects of the program. It was the degree of certainty women had about their career goals. Women could indicate that they had "decided" (1 point), "narrowed down to a few" (2 points), or were "undecided" (3 points) on their career plans. A decrease in score was predicted since it was anticipated that women would become more certain about their career plans after participating in the workshop. The pretest mean on this measure was 2.5 (s.d. = .59) and the posttest mean was 1.62 (s.d. = .49). The mean difference was .87 (t = 9.33, 61 df) and this result represented a significant change ($p < .001$, two-tailed test). Thus, the program helped women become more specific and certain about their career goals. These gains did not correlate significantly with age, income, or attendance. They were equally apparent across these variables.

A test for correlation among the pretest scores on the four measures revealed that the pretest scores on the Career Maturity Inventory Attitude Scale correlated at the $p < .05$ level with pretest scores on the Attitudes Toward Women's Roles, but no other measures were significantly intercorrelated. This indicated that, prior to the program, the four instruments were perhaps eliciting responses from different aspects of the women's attitudes. However, intercorrelations of the posttest scores on the four measures (Career Maturity Inventory Attitude Scale, Attitudes Toward Women's Roles scale, Career Process Scale, and the Certainty of Career Goals measure) revealed that the Attitudes Toward Women's Roles scale and the Career Maturity Inventory Attitude Scale did not correlate with Certainty of Career Goals, but all other measures are significantly intercorrelated with each other at the $p < .05$ level. This increase in the intercorrelations of posttest scores over the pretest scores indicated that the attitudes of the women had

undergone changes based on a common and positive experience, so that there was more consistency in responses over all the measures.

Section III: Participant and Leader Reactions to the Workshop

This section relates to question #4 presented at the beginning of the chapter. Both participants and leaders were asked to rate the various aspects of the program. Data were collected on their reactions to the activities, the tests, the films (three of the four groups only saw one of the two recommended films), and the reading materials. The participants' responses were very positive to all but the films. Ninety-two percent rated the activities as good to excellent; 81% rated the tests good to excellent; and 89% so rated the reading materials. The film, however, was rated by only 39% of the participants as good to excellent. The leaders' reactions paralleled these very closely. Their assessment of the activities, tests, and extra reading were all good to excellent. The sequence and design of the workshop activities were felt to be particularly effective in that they began focusing on the participants' past, moved to the present, and ended with directions for the future. The leaders also commented that the activities which enabled participants to "carry away" something were best. While the extra reading was felt to be good, it was also pointed out that it had a middle class orientation and that for some women additional material should be included. The films were rated by the leaders as fair to poor. Their comments were that the films were insensitive in that they treated returning to school or work merely as a desire and for many women it is a necessity.

Leaders did feel that the materials were geared toward middle class women, but that the format was good for self and career exploration and that it could easily be modified to incorporate materials and activities for other types of women. Suggestions which the leaders had for improving the workshop included: substituting a different film, incorporating local resource material and speakers, increasing each session to two and a half hours, holding enrollment to a maximum

of 20, and expanding the section on techniques for job hunting and interviewing.

At the conclusion of the workshop, participants were also asked: "After taking the workshop, are you more confident about yourself?" Eighty-seven percent of the participants answered yes. Eighty-nine percent reported that after taking the workshop they were more confident of their abilities to make career plans. Ninety-seven percent of the participants said they would recommend the workshop to their friends who were interested in career planning. The written comments which the participants made about the workshop were also overwhelmingly positive.

Section IV: Data on Participants' Actions and Behavior Following the Workshop

The changes described above are important to the program's success; however, the real proof of change is in the subsequent behavior of workshop participants. The decision makers for whom the evaluation was conducted were particularly interested in this aspect of the program impact. For this reason, a phone follow-up of all participants two months after the conclusion of the workshop was planned.

The instrument which was used to collect the follow-up information on workshop participants is contained in the materials kit for Program Model #2. The instrument was designed so that every action participants indicated they had taken had to be accompanied by a specific statement of what had been done. For example, if participants indicated they had done career related reading, they were asked for the specific names of the books or materials read. If they were unable to provide the specifics, they were not given credit for performing the activity.

The goals of the workshop were to increase women's self understanding and confidence, but it was uncertain what the results of the workshop would be in terms of actual behaviors. The follow-up data clearly indicated that the women participants were able to take action and begin working on their career goals.

All women who attended the workshop were contacted by phone. For purposes of analysis, the women respondents were classified into two groups: those who attended four or more of the eight workshop sessions, and those who attended three or fewer sessions. A summary of the data is presented in Table C. The percentage of high and low attenders, who indicated that they had subsequently performed each activity, is presented.

Table C: Percentage of Women Performing Activities

	Percent of Women Who Attended 4 or More Sessions	Percent of Women Who Attended 3 or Fewer Sessions
1. Career related reading.	48%	16%
2. Discussed career matters with other.	79%	53%
3. Sought family support for career plans.	58%	32%
4. Made family change to assist return to school or work.	31%	11%
5. Inquired about career related training/education.	53%	26%
6. Inquired about career related volunteer work.	16%	16%
7. Assumed career related volunteer duties.	18%	6%
8. Sought employment in career of choice.	40%	21%
9. Began employment in career related work.	16%	11%
10. Began employment in work unrelated to primary career choice.	15%	11%
11. Made decision not to pursue a career outside the home.	10%	21%
12. Applied for financial aid to return to school.	0	0
13. Returned to school.	32%	26%

There were no differences between the two groups on two of the follow-up activities: Inquiring about career related volunteer work (item #6) and Applying for financial aid to return to school (item #12). On item #11, Making a decision not to pursue a career outside the home, a greater percentage of low attenders answered yes. This decision may have contributed to their not continuing with

the class or attending more sessions. It should be noted that a number of the women who indicated that they had decided not to pursue a career outside the home also indicated that this decision was for them a positive result of the class. They had considered their desires and options as part of the class, made their decision, and were comfortable with it. Therefore, for item #11 on Table C, a "yes" response is not inherently good or bad.

On all other items, the high attenders showed more positive action than the less frequent attenders. The differences in percentages for items #9, #10, and #13 are not great. However, the mere fact that approximately 31% of the frequent attenders, and 22% of the infrequent attenders began some form of employment, while 32% of the former and 26% of the latter returned to school since the completion of the workshop is quite remarkable. This seems to be a clear indication that the workshop helped these women make behavioral changes in their lives. The difference in percentages between the frequent and infrequent attenders provides a partial control group comparison. However, no actual control group data are available to indicate what percentages would serve as an acceptable standard. Further research which makes use of a control group could provide additional evidence as to the worth of the workshop.

Summary

Evaluation data for Program Model #2 indicated that it was definitely a success. Although there were few significant differences among the four groups of women who took part in the workshop, they were of somewhat different ages, income levels, and family situations. Yet the workshop materials and activites were equally effective with all four groups. In terms of the three criterion measures specified in the objectives, highly significant differences between pre- and posttest scores ($p < .001$) in the predicted direction were achieved on all three measures. The women also became significantly more certain about their career goals. Not only did participants and staff feel extremely positive about

the workshop, participants were also able to make behavioral changes, as indicated by the follow-up data.

In brief, the University of Kansas' Career Exploration Workshop for Women as implemented by the Metropolitan Adult Education Program of San Jose, California, is a viable, transportable model for adult career planning and development.

MATERIALS KIT

The career exploration workshop was based on the following manual:

Career Exploration Workshop For Women

Prepared by

Vivian McCoy

Director of Student Services
Division of Continuing Education
The University of Kansas

Phyllis Cassell

Student Services Counselor
Division of Continuing Education
The University of Kansas

Division of Continuing Education

The University of Kansas
Lawrence, Kansas

A brief description of this program is included in Section IV., Chapter 2. The complete manual is available through the Division of Continuing Education at the University of Kansas.

Included in this chapter are the materials used to monitor and evaluate the workshop. These materials are:

1. Leader Training Information
2. Process Evaluation Checklist
3. Pre-Workshop Questionnaire
4. Attitudes toward Women's Roles Questionnaire
5. Reactions to the Workshop Form
6. Leader's Reaction Form
7. Phone Follow-up Questionnaire for Career Workshop

Also used in the evaluation but not included here is the Attitude Scale of the Career Maturity Inventory (CMI) published by CTB/McGraw Hill.

The guide developed by New Ways to Work on developing a job sharing projects is printed as a separate document. This manual includes information on the rationale and background of job sharing, how to assist individuals who want to share a job, and ways of helping employers implement job sharing. The guide has been designed as an instructional manual suitable for a workshop.

EVALUATION OF PROGRAM MODEL #2

LEADER TRAINING INFORMATION

I. Review of Evaluation Activities

A. 1st session:
1. CMI Attitude Scale
2. Attitudes Toward Women's Roles Scale

B. 1st - 8th sessions:
1. Process Evaluation Checklist
2. Individual Counseling Request Forms
3. General Nature of Individual Counseling Concerns List

C. 2nd session:
1. Preworkshop Questionnaire
2. Career Questionnaire in Manual (Tear out of the Manuals and turn in to leader.)

D. 8th session:
1. CMI Attitude Scale
2. Attitudes Toward Women's Roles Scale
3. Career Questionnaire in Manual
4. Participants' evaluation of and reactions to workshops (Tear out of Manual.)

E. Immediately after 8th workshop session:
1. Leader reactions to workshop
2. Leader analysis of individual problems if appropriate

F. One to two months after workshop
1. Follow-up participants by phone using Follow-up Form (to be developed)

II. Using the Process Evaluation Checklist

A. Write an "A" if the participant is absent.

B. Put a ✔ or + only if the participant actually engaged in the activity. Leave it blank if the person was present but not involved in the activity or did not complete it. This involves some judgment on the leaders' part and they must know and observe each participant individually but the workshops have been kept small for this purpose.

C. Comment on a separate sheet if:

1. an activity is skipped (omitted). Give reasons.

2. any particularly negative or unusual reactions occur.

III. Recording of Individual Counseling Requests

A. Leaders make the announcement that they are available for individual

counseling sessions for unique problems on an as-needed basis.

B. We cannot make these sessions uniform for all clients and we also do not want to invade their privacy by documenting the individual concerns of particular clients.

C. For each individual counseling session which is held, fill out one of the Individual Counseling Record forms. Indicate the participant's number, your name, the date and length of session. Also indicate if any special services or assistance are provided to the individual as a result of the session (e.g., referred to outside resource, given transportation, child care, etc.).

D. On a separate list, indicate the general nature of the problem. We want to know the types of personal problems which occur but don't want to violate the client-counselor relationship. Use tally marks rather than listing the same problem each time it is brought up.

IV. Post Workshop Staff Reactions

A. At the conclusion of the workshop AIR will ask you to complete a brief form on which you can provide your candid reactions to various aspects of the program including the manuals, films, tests, facilities, etc.

B. At that time we would also like you to indicate if you feel certain types of participants experienced special problems. This will enable us to relate the nature of problems brought up in the individual counseling sessions to the client characteristics.

INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

_____

_____

_____

INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

_____

_____

_____

INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

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INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

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INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

_____

_____

_____

INDIVIDUAL COUNSELING RECORD

Leader _____

Participant # _____

Date of Session _____

Length of Session _____ min.

Special Services Provided: _____

_____

_____

_____

Leader _____

General Nature of Individual Counseling Concerns

1.
2.
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35.
36.
37.
38.

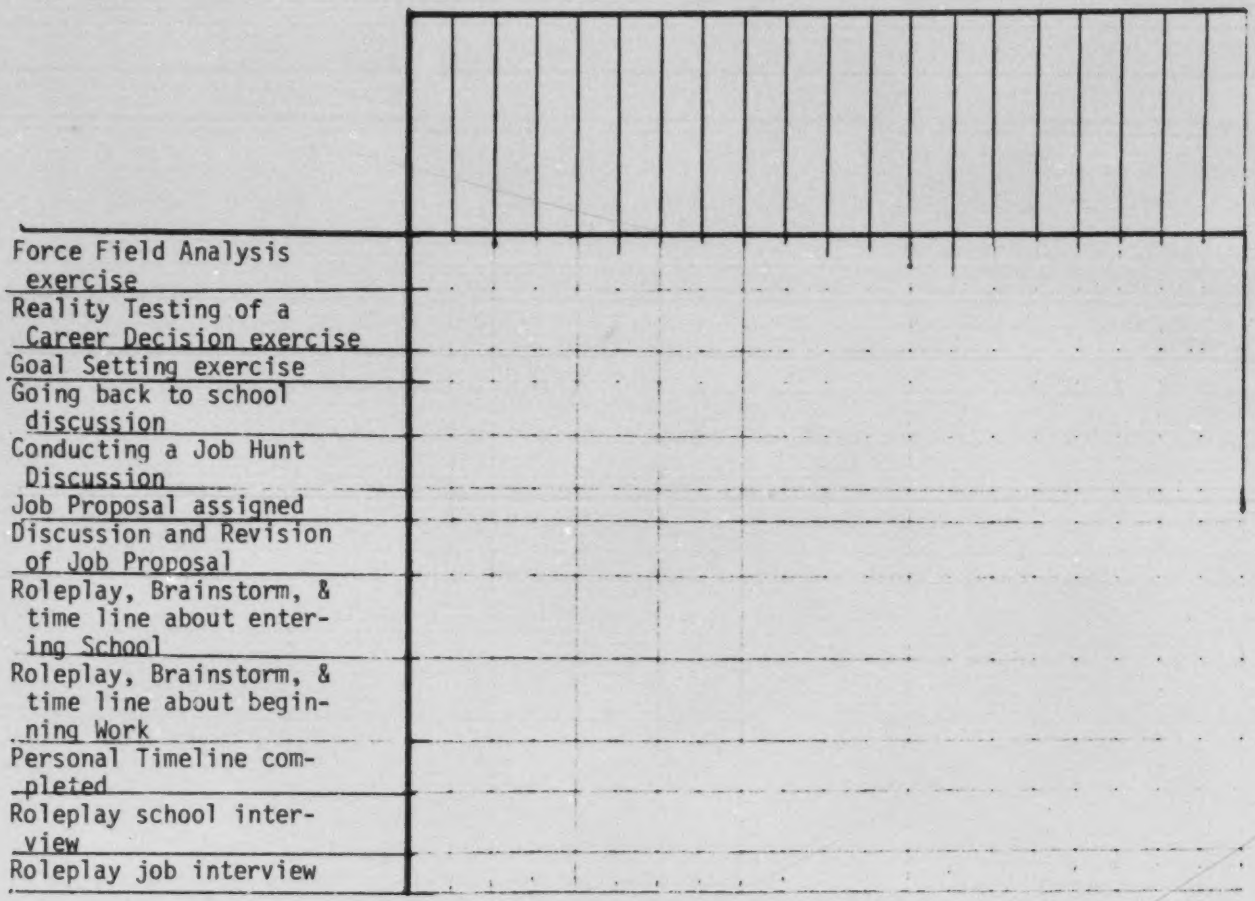
Leader: _____

Process Evaluation Checklist

Write the participants names or numbers in the spaces provided. For each activity listed in the left hand column, put a check mark in the box under the person's name if she participated.* If you did not use an activity please briefly explain why. Also if a particular activity went badly could you indicate which activity it was and suggest why you think it did. At the end of each session please draw a red line under the activity which was performed last.

* Check only if she actually did the activity.
Put an "A" in the box if absent

Activities	Participants
Stem completion exercise and discussion	
Film & discussion (Back to school; Back to work: A stimulus film for Women)	
Film & discussion (Modern Women: The Uneasy Life)	
Life-line exercise	
Role Stripping exercise	
Fantasize Alone exercise	
On a clear day: Envisioning Your Future exercise	
Role Resumption/Assumption exercise	
Home & Job-Management Inventory assigned	
Life Planning Chart assigned	
Follow-up Questionnaire for Home & Job Management Inventory	
Discussion of a Life Planning Chart	
HOOI Administered	
Group Interpretation of HOOI	
Complete & discuss page 3 of the Interpretative Folder	
Personal Orientation Chart Assigned	
Introduction to Holland's SDS	
Discussion of Personal Orientation Chart	
SDS Administered & Scored	
Discussion of SDS Findings	
Materials for Researching Occupations Presented & Examined	
Occupations researched (indicate number in box)	


Force Field Analysis exercise
Reality Testing of a Career Decision exercise
Goal Setting exercise
Going back to school discussion
Conducting a Job Hunt Discussion
Job Proposal assigned
Discussion and Revision of Job Proposal
Roleplay, Brainstorm, & time line about entering School
Roleplay, Brainstorm, & time line about beginning Work
Personal Timeline completed
Roleplay school interview
Roleplay job interview

PRE-WORKSHOP QUESTIONNAIRE

Please fill out this questionnaire as candidly and completely as you can. The responses will be handled in confidence and the results reported anonymously as group data.

#_____

Leader: _____

Age: _____

Marital status: Check

☐ married ☐ separated

☐ unmarried ☐ divorced ☐ widowed

Employment:

Are you employed now? Yes ☐ ☐ No

Are you employed fulltime? ☐ part-time? ☐

What is your job? _____

Counting previous employment, how long have you been totally employed?

Years: _____ Months: _____

If you are not employed now, have you ever been employed? Yes ☐ ☐ No

If yes, how long ago? _____years _____ months

What was your job then? _____

Volunteer activities:

Are you now engaged in volunteer activities? Yes ☐ ☐ No

What are these activities? _____

How long have you over your lifetime done volunteer work? Years _____ Months _____

Formal Education:

Circle the highest year of school completed: Elementary/High School 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 5 6

Are you in school now? Yes ☐ ☐ No

In what school are you now enrolled: _____

Are you seeking: A degree ☐ A certificate ☐ To upgrade skills ☐ Other ☐

If a degree, which degree? _____

If a certificate, which certificate? _____

If to upgrade skills, which skills? _____

If other, explain. _____

Career counseling/career education: (Check the appropriate squares.)
In the past three years have you had any
- ☐ professional career counseling?
- ☐ career education in school?
- ☐ career advising by family?
- ☐ career advising by friends?

Do you have children? Yes ☐ ☐ No
If you have children, how many? _____
What are their ages? ____
____
____
____

Housing:
Do you: own your own house? ☐ rent? ☐ live with relatives? ☐

Family income:
In which category is your immediate family's annual income?
- less than $6,000 ☐
- $6,000 - $15,000 ☐
- over $15,000 ☐

Are you a member of a minority race? Yes ☐ ☐ No
If yes, which minority? _____

Which ONE of the following statements best describes you with regard to your choice of an occupation at this time? Check one.
- ☐ I have decided on an occupation; it is _____
- ☐ I've narrowed down my occupational possibilities to a few; they are _____
  _____
- ☐ I am undecided concerning my occupation in the future.

#_____

Leader_____

ATTITUDES TOWARD WOMEN'S ROLES *

Directions: Listed below are 35 common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate box.

	agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree
1. Men and women should share both the responsibilities and privileges of life equally.						
2. Women should be the "power behind the man" and not the one "out in front."						
3. Truly feminine women let the man believe he is boss even when this is not true.						
4. Women should express their opinions honestly, even if this is in disagreement with a man.						
5. It is appropriate to divide work into "man's work" and "woman's work."						
6. Men and women should be paid equal wages if they are doing the same work.						
7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.						
8. Women can think as logically as men.						
9. Acting helpless does not make a woman appear more feminine.						
10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.						
11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.						
12 In a business setting, the woman who acts seductively is not behaving appropriately.						

* This instrument was developed by Dr. Peggy Hawley at San Diego State University who gave permission for its use.

	agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree
13. The best guarantee of a good marriage is for the wife to be submissive to her husband.						
14. The most important characteristic for a wife is physical attractiveness.						
15. A woman should work only if she can do so without interfering with her domestic duties.						
16. Being a full-time homemaker is not necessarily the best way for a woman to show her love for her family.						
17. It is possible for some women to combine home and career and do both successfully.						
18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.						
19. Women who work outside the home tend to be more interesting people than those who do not.						
20. It is only natural for women to be interested in people and men to be interested in ideas.						
21. It is a myth that a "woman's place is in the home."						
22. Modern women are too competitive.						
23. Women should follow any vocation they wish, even if this violates tradition.						
24. Highly paid jobs should go to men with families to support.						
25. A wife should not compete with her husband in his own area.						
26. Women can work in any vocation without appearing masculine.						
27. Men are willing to work for a woman as long as she is competent.						

	agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree
28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."						
29. There is no genetic (inborn) difference between the sexes in intellectual ability.						
30. Beauty is more important to femininity than intelligence.						
31. Married women should be able to have both male and female friends.						
32. A college education is equally important for males and females.						
33. It is just as important for women to be intellectually capable as it is for men.						
34. Males are genetically (naturally) capable in some areas and women in others.						
35. It would be appropriate for a woman to be President of the United States if she were qualified.						

Leader _____

_____

Reations to the Workshop

	poor	fair	good	excellent
1. How would you rate the activities which were used in the workshop? Which activities do you think were best? _____ _____				
2. How would you rate the tests which were used in the workshop? Which test did you find most helpful? _____				
3. How would you rate the film which was used in the workshop?				
4. How would you rate the extra reading materials in the manual? Which extra reading materials do you think were best? _____ _____				

5. Now that you have completed the workshop, list the specific skills and information that you have that you didn't have before.

   1.

   2.

   3.

6. After taking the workshop , are you more confident about yourself?

   _____yes _____no

7. After taking the workshop , are you more confident of your ability to make career plans? _____yes _____no

8. What was the most enjoyable part of the workshop?

9. What was the least enjoyable part of the workshop?

10. What was the most helpful part of the workshop?

11. What was the least helpful part of the workshop?

12. List below any ways you think the workshop could have been improved.

   1.

   2.

   3.

13. Did you experience any unexpected reactions (good or bad) to the workshop and the activities? _____yes _____no

    If so, what were they?

14. Would you recommend this workshop to your friends who are interested in career planning? _____yes _____no

15. Please write any comments you would like to make about the materials, activities, tests, or film used in the workshop, or about the workshop in general.

NAME _____

LEADERS' REACTION FORM

1. How would you rate the manual activities which were used in the workshop?

_____ poor _____ fair _____ good _____ excellent

Which activities do you think are best?

_____

_____

Any comments on the activities?

_____

_____

_____

2. How would you rate the tests which were used in the workshop?

_____ poor _____ fair _____ good _____ excellent

What test do you feel is most helpful?

_____

Any comments on the tests?

_____

_____

_____

3. How would you rate the film that was used in the workshop?

_____ poor _____ fair _____ good _____ excellent

Any comments on the film?

_____

_____

_____

4. How would you rate the extra reading materials in the manuals?

_____ poor _____ fair _____ good _____ excellent

Which extra reading materials do you think are best?

_____

Any comments on the extra reading materials?

5. How would you rate the facilities for your workshop(s)?

poor _____ fair _____ good _____ excellent _____

Any comments about the facilities?

6. What to you feel are the strengths of the workshop as developed at the University of Kansas?

7. What do you feel are the weaknesses?

8. Which aspects of the workshop did you find most needed changing and why?

9. List below any ways you think the workshop could have been improved.

10. Based on the problems discussed in the individual counseling session, do you feel certain types of women experienced special problems?

yes no

If yes, please explain:

11. In general, for what type of woman do you feel the workshop is most effective?

12. Please add any other comments you would like to make.

Participant # _____

Leader _____

Date _____

PHONE FOLLOWUP QUESTIONNAIRE FOR CAREER WORKSHOP

In the period since the end of the workshop have you:

1. Done any career related reading? yes no

   If yes, what have you read?

   _____

   _____

2. Discussed career mattters with others? yes no

   If yes, with whom did you have these discussions?

   _____

   _____

3. Sought family support for your career plans? yes no

   If yes, what have you done?

   _____

   _____

4. Made family changes to assist your return to school or work? yes no

   If yes, what are they?

   _____

   _____

5. Inquired about career-related training/education? yes no

   If yes, whom did you ask and what did you ask them?

   Person(s) asked: _____

   Topic(s) discussed: _____

6. Inquired about career-related volunteer work? yes no

   If yes, whom did you ask and what did you ask them?

   Person(s) asked: _____

   Topic(s) discussed: _____

7. Assumed career-related volunteer duties? yes no

If yes, what duties did you assume and where?

Duties: _____

Where: _____

8. Sought employment in career of your choice? yes no

If yes, where and for what position?

Contact(s) made: _____

What position(s): _____

9. Begun employment in career-related work? yes no

If yes, where and in what position?

Contact(s) made: _____

What position(s): _____

10. Begun employment in work unrelated to your primary career choice? yes no

If yes, where and in what position?

Where: _____

Position: _____

11. Made the decision not to pursue a career outside the home? yes no

If yes, why? _____

_____

_____

12. Applied for financial aid to return to school? yes no

If yes, from whom have you applied?

_____

_____

13. Returned to school? yes no

If yes, where and at what level?

Where: _____

What level: _____

SECTION V

PROJECT PRODUCTS

PROJECT PRODUCTS

Introduction

This chapter will provide an overview and brief description of the major products produced on the project. These fall into three main categories:

1. The catalog of promising programs discovered in the search, and planning manual for implementation of these programs elsewhere.
2. The needs assessment procedures and instruments used in selecting two programs for tryout in the San Jose Metropolitan Adult Education Program (MAEP).
3. The materials kits developed for implementing these two selected programs.

Descriptions of these products will follow in this order.

The Planning Manual and Catalog of Programs

This is the major project product described in the proposal and the result of the project's initial central thrust, the national search for career guidance programs for women and minority adults. It consists of two parts, the catalog of programs, and the manual for adapting any one of these and implementing it in a particular site.

The catalog contains descriptions of 79 programs. These have been selected as the most successful and viable from among 367 descriptions originally received. Representing the "cream of the crop" as they do, these program descriptions constitute a particularly valuable resource. The 79 programs are grouped into four divisions, according to intended target populations. These divisions, and the number of programs in each, are as follows:

- .Women (29)
- .Ethnic Minorities (19)
- .Mid Career Changers (14)
- .Others (Including: prisoners, veterans, rural residents, senior citizens, the handicapped, and general) (17)

Within each of these categories, programs are organized alphabetically by state and city.

Programs that are included were selected according to a number of criteria. Each must:

- .Operate in the United States or its territories
- .Be transportable or administratively replicable
- .Be financially feasible
- .Have been in use for at least one year
- .Be accompanied by data on its impact
- .Have documentation describing its actual procedures, activities, or materials

In addition, an attempt was made to select programs that serve a variety of target populations (e.g., low-income women, minorities, etc.), are sponsored by a variety of agencies (e.g. junior colleges, private agencies, etc.), and address a variety of needs (e.g., occupational information, knowledge of self, decision making skills, etc.).

Each of the 79 program descriptions follows a prescribed format and contains information on each of the following factors:

- .Goals
- .Size and target population
- .Year the program started
- .Staff
- .Facilities, equipment, and materials
- .Major features
- .Evaluation

These descriptions are two pages each, single spaced. Each ha- been drafted, reviewed internally and revised as needed, sent to the respective program directors for their review and approval, revised again as needed, and finalized in the form in which they appear in the catalog.

All programs have also been indexed according to their program goals. In conducting the search, it was found that the programs focused on goals which could be grouped into eight categories. These are:

- .Personal growth
- .Entry or reentry into educational institutions

.Entry or reentry into the job market
.Job getting and job maintenance skills
.Career decision making
.Vocational skill training
.Survival skills
.Flexible careers/schooling

This goal index, located at the back of the catalog, will allow a catalog user to quickly locate programs according to their particular content focus, in addition to the target audience categories in the catalog itself.

Finally, the catalog also has been indexed by state. It was found that requests for information often came in for a particular geographical area. It may be worthwhile for a resident of New York, for example, to know what programs operate in New York, and less helpful to know what ones operate in New Mexico. This index allows a catalog user to quickly locate all programs operating in a given state.

While the catalog is a valuable resource in and of itself, the planning manual which accompanies it adds to this usefulness. This manual distills the program development methodology and experience collected over several years and projects in the American Institutes for Research Youth Development Research Program into a brief, usable form. It thus gives the catalog user a well defined plan for establishing a program, and makes the catalog itself a source of specific suggestions to fit into this general program development process.

The manual recommends and describes five tasks in the program development process:

1. Determine needs.
2. Review catalog approaches.
3. Develop implementation procedures.
4. Implement the program.
5. Evaluate the program.

For each of these tasks, the important considerations to keep in mind are disucssed, concrete suggesions for how to go about it are presented,

and examples of procedures used in typical settings in the past are described. Thus the manual user has a clear idea of how to develop a program in general, and can look to the catalog to find information on the particular one that fulfills the needs of his or her clients.

The Needs Assessment Procedures and Instruments

It should be pointed out that products in this second category were not originally promised in the proposal, but represent work the project undertook when it could not find readily usable instruments with which to conduct its needs assessments. Thus where an absence of such needs assessment instruments existed before, the project has now produced such products, and they will be usuable in other settings. This might be labeled an unanticipated favorable result of the project. It should also be noted that the project placed heavy emphasis on conducting a high quality needs assessment, and that these products are the result of long and arduous effort. Instrumental in this effort was the advisory panel, made up of 15 women and ethnic minorities from the San Jose area. Thus the needs assessment instruments and procedures are the product of a grass roots effort and respond to the concerns of San Jose citizens.

Two separate needs assessment procedures were developed. The first sampled the residents of a census tract area called Meadowfair, a heavily Spanish surname region with high unemployment. A sampling strategy selected 184 residents on a random basis, and information was then collected from these individuals through door-to-door contacts made by bilingual interviewers using a card sort procedure which focused on four areas:

.Things they would like to learn
.Things to make their personal life better

.Services other people could offer
.Things that would help them find a job

A questionnaire was used in conjunction with this card sort to gather information on personal characteristics, employment status, preferences for class format, and awareness of resources in the area.

The second needs assessment procedure focused on women, and surveyed 361 women living throughout the region served by MAEP. This survey used an open-ended questionnaire approach, and reached those sampled through both door-to-door and telephone contacts. The questions focused on the career development needs of women and what an educational institution can do to help, and asked women to pick one of four areas in which they could most use help: Academic; Self-Improvement; Career Information; and Skill Training. Samples were selected in two ways, using a statistical process to assure fair representation.

Both of these procedures and instruments were scientific, innovative, and responsive to community concerns. They both involved selection of representative samples, contact and follow up, and control for numerous contaminating variables. They are described fully in two separate documents, limited copies of which are available from the San Jose Unified School District for use elsewhere.

The Materials Kits

This third category of products includes all the various materials used in implementing the two programs selected for tryout by MAEP. The evaluation data relevant to the content of both of these programs show them to have been effective. Thus they are materials of proven value. Since they are contained elsewhere in this document, only brief overviews of them will be provided here. They will be referred to as Model 1 and

Model 2 Materials Kits.

The Model 1 Materials Kit is contained in Section III, Chapter 5, which presents an outline for a career exploration class. The class focuses on identifying interests and skills, using career information resources, and developing planning skills. Included in the Materials Kit are:

- .The objectives of the class
- .A description of activities for five class sessions designed to help students meet these objectives
- .Suggestions for content for four optional supplementary class sessions
- .Evaluation instruments to measure student mastery of the class objectives

While this Kit draws on the original materials from which we worked, it represents a considerable adaptation from that original. While the model had been roughed out, it was not yet fully fleshed out and refined. We performed this task and produced a second generation product which should now be useful for anyone planning a career exploration class. The evaluation instruments as well as the refined materials should contribute to this usefulness.

The manual developed by Vivian McCoy and Phyllis Cassell at the University of Kansas Division of Continuing Education was used as the basis for the Model 2 Materials Kit, which is contained in Section IV, Chapter 5. This Kit constitues a career exploration workshop for women, and includes an evaluation questionnaire and other various instruments.

The major program development work for Model 2 was done in preparing A Guide to Developing a Job Sharing Project. This manual was bound separately as an accompaning document to the final report. The unit includes:

- .Background on flexible job arrangements and the concept of job sharing
- .Information on how to assist people who would like to find or create a shared job

- Suggestions on how to approach employers and sell them on flexible job arrangements
- A listing of information resources

The unit is designed to be used either as the basis for workshops or for individualized study. The developers have had extensive experience in implementing more flexible job arrangements and this manual is a distillation of their experiences.

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